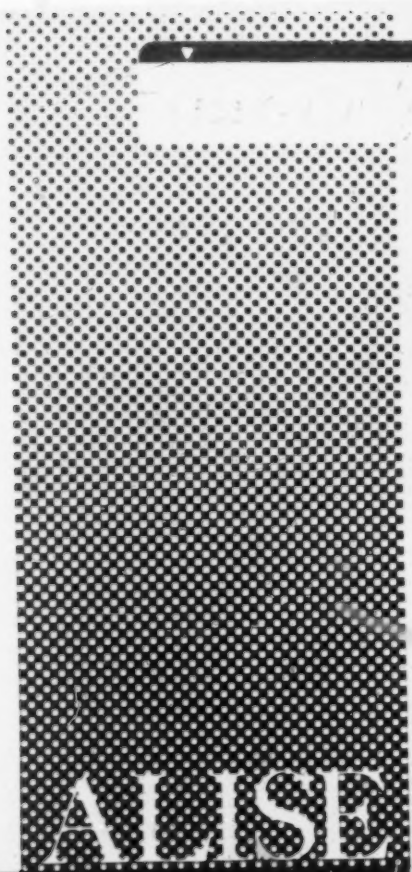




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edited by
Timothy W. Sineath

ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION

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INTRODUCTION

This volume is the thirteenth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first edition in 1980, edited by Gary Purcell. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members of ALISE (formerly Association of American Library Schools - AALS). Member schools include those whose programs leading to the first professional degree (i.e., the master's degree) in library and information science appear on the accredited list of the American Library Association. In addition, membership in ALISE is open to programs that offer a graduate degree in library science or cognate field that have not been accredited by ALA. These categories are designated in the text as "ALA schools" and "non-ALA schools".

The authors who have collected, tabulated, analyzed, and reported the statistical data in this report form the ALISE Library and Information Science education Statistics Committee, with Timothy W. Sineath serving as chair and over all editor and Ilse Moon, Executive Secretary of ALISE, being responsible for the publication and distribution of the Report. In addition, the support staffs of the authors' institutions have made invaluable contributions to the data collections and preparation of the manuscripts of the various parts of the report.

The 1992 Report is arranged in much the same pattern as the previous editions. The section entitled "Summary and Comparative Analysis" begun in 1983, has become a permanent part of the report. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

- 1. Faculty - Timothy W. Sineath, University of Kentucky*
- 2. Students - Danny P. Wallace, Louisiana State University*
- 3. Curriculum - Daniel Barron, and Cassandra Perrine, University of South Carolina*
- 4. Income and Expenditures - Fred W. Roper, John N. Olsgaard, and Mary M. McCormick, University of South Carolina*
- 5. Continuing Education - Darlene E. Weingand, University of Wisconsin - Madison*
- 6. Summary and Comparative Analysis - June Lester, University of North Texas*

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were compiled and approved by the Committee as a whole. In previous editions, each section had separately numbered paging preceded by an alphabetical designation. Since 1986 editions have been consecutively numbered in order to facilitate access to the Report. The tables have retained their section designation. Roman numerals are used to designate the section numbers and arabic numerals to designate the table numbers.

In the "Introduction" to previous editions various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was written by Gary R. Purcell. In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983, a new section entitled "Summary and Comparative Analysis" was added. This chapter includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section continues to be a valuable addition to an already much used report and that it continues to increase the access to and utility of the report and thereby further our understanding of the library and information science education. In the 1991 edition this section included a ten-year overview written by the Editor. Two appendices are included in the 1992

Report: "Admission Requirements" and "Required Core Courses" of the ALA schools. This information was compiled by Margaret F. Stieg with the assistance of Marsha Owens of the University of Alabama. This information, taken from school catalogs and verified by each school, does not appear in a single source elsewhere. It is hoped that the inclusion of these appendices in the current edition will be useful.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the "Summary and Comparative Analysis" section begun in the 1983 edition. There has been an attempt to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a database which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Timothy W. Sineath, requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the chapter on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section. The remainder of the data were collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In all other sections of the Report individual schools are identified as deemed appropriate by the author of that section.

The response rate to the total questionnaire reached 100 percent in 1982, but has not attained this level of participation since that date. The response rates have been as follows: 1984 (93%); 1985 (97%); 1986 (92%); 1987 (95%); 1988 (91.6%); 1989 (99.9%); in 1990 (96.7%); and in 1991 (95%).

With the exception of the Faculty section, a 100% response was achieved in the current edition. Three schools, (Clark Atlanta, San Jose and Syracuse) did not respond to the confidential portion of the Faculty section. (Drexel is missing from Income and Expenditures.) From a data collection point of view, these return rates would be considered quite good. However, the lack of a hundred percent participation of ALA schools weakens the report as a source of complete and comparable data on library and information science education. Among the non-ALA schools, 4 responded to the confidential portion and 2 responded to some parts of the general questionnaire. This number of schools is insufficient for analysis and comparative purposes. Data collection about non-ALA schools will continue to be reported, however, since other sources of information about them are not easily available.

Copies of the Report are available at a reduced rate for schools which have contributed data to this edition. Copies are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing the data and the compilation of the report was underwritten by the participating schools, organizations and the authors of each section. The overall editing and preparation for publishing was the responsibility of the editor. ALISE would like to thank the responsible persons in each school for their contributions to this Report. Without the many hours of work by these individuals and by the committee, this project would not be possible.

Charlie D. Hurt, University of Arizona has written the "Student" Chapter of the Report from the 1989 through the 1991 editions. M. Kent Mayfield, formerly at the Medical Library Association, has written the "Continuing Professional Education" chapter from the 1988 through the 1991 editions. Their authorship of these chapters has been an important contribution to the Report. The editor and ALISE as publisher are grateful to them for their contributions and wish also to thank their institutions.

Timothy W. Sineath
Editor

FACULTY

by

Timothy W. Sineath

Following the pattern of previous reports, data on faculty included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of 56 of the 59 library and information science education programs accredited by the American Library Association (ALA) on January 1, 1992, and by four non-ALA schools. Hereafter, these schools will be referred to as ALA schools. Also included in Part I in past years has been a compilation of similar data provided by library education programs that are not accredited by the American Library Association. Because of the small number of responses of schools in this category, no information is included this year in Part I.

Part II of the faculty section of this report has been compiled from information provided by all 59 ALA schools and by two non-ALA schools in response to the faculty section of the general questionnaire prepared for the Association for Library and Information Science Education. The schools are listed in the tables, where appropriate, thus resulting in a list of 59 ALA accredited schools that constitute the total list of schools in that category.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1992. Part II, however provides information that pertained to the schools during the fiscal year 1990-91 (July 1, 1990 to June 30, 1991). In requesting the data appearing in Part I, each dean and director was assured that there would be complete confidentiality of the information supplied. Thus, in this part of the report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, gender, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

PART I

This is the nineteenth survey of faculty salaries and related data pertaining to library education in this series. The first ten were compiled and reported by Russell E. Bidlack, Dean Emeritus of the School of Information and Library Studies at the University of Michigan. The next three surveys were compiled by Gary Purcell of the University of Tennessee. This is the sixth

compilation by this writer. The format followed in the report is basically the same as that used in previous years. The format has been retained in order to help ensure comparability of data from year to year. Data were provided by the chief executive officers of 56 of the 59 schools accredited by ALA on January 1, 1992. Last year 57 of 59 schools meeting this criteria reported.

This is the thirteenth successive year that non-ALA schools have been included in the survey. In the past, these schools were identified as ALISE associate institutional member schools but with the discontinuation of the distinction between institutional member and associate institutional member schools, new terminology is used to distinguish between the two sets of schools. This year there were four non-ALA schools that responded to the survey; five reported last year.

The chief executive officers of all of the schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director) who held employed status in the school as of January 1, 1992. The categories of information requested were: (1) titles and/or academic rank; (2) annual salary amount; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by five-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in the previous editions fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load compensations were also excluded. Faculty members on sabbatical leave on January 1, 1992 are included in the analysis, although they had been omitted prior to 1987.

The 59 ALA schools to which questionnaires were sent this year are located at the following institutions: Alabama; Alberta; Arizona; Brigham Young; British Columbia; California-Berkeley; California-Los Angeles; Catholic; Clarion; Clark Atlanta; Columbia; Dalhousie; Drexel; Emporia State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Louisiana State; Maryland; McGill; Michigan; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina, Central; North Carolina at Greensboro; Northern Illinois; University of North Texas; Oklahoma; Pittsburgh; Pratt; Puerto Rico; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern Connecticut; Southern Mississippi; Syracuse; Tennessee; Texas;

Texas Woman's; Toronto; Washington; Wayne State; Western Ontario; Wisconsin-Madison; and Wisconsin-Milwaukee. Clark Atlanta, San Jose, and Syracuse did not respond to Part I of the questionnaire. All schools responded to Part II. (For schools not reporting, data available from other sources was used when available and appropriate.)

In keeping with a long standing institutional policy regarding the release of salary data, Brigham Young declined to provide this information.

Faculty Size

The number of full-time faculty members at the 59 ALA schools including deans and directors, totaled 638, up from 631 last year and 615 the previous year. This number does not include positions unfilled at the time the report was submitted. The base number used for most of the analyses that will follow will be 591, since this figure is the total of the faculty of the reporting schools. The base number for some analyses will be less depending on the number of persons reported in a given category of the questionnaire. The number of full-time faculty in the 59 schools ranged from a low of 5 in one school to a high of 32 in one school. The average faculty size (excluding persons on sabbatical or reported unfilled positions) was 10.85 which represents an increase of .12 from last years 10.73. Although there appears to be a leveling in the average faculty size, this remains an erosion in the average faculty size from 1974, when these data were first reported in this series. At that time, the average faculty size was 11.66. This is a drop of 1.00 position in the average size of the faculties of the ALA schools. Table I-1 shows the average number of faculty members from 1974 to 1991, and illustrates a steady decline in average faculty size through 1986. In 1987, 1988, 1989, and 1990 the average size increased by 1.0 positions over 1986. The 1992 average size is 1.15 larger than the 1986 low.

Table I-1
AVERAGE FACULTY SIZE, ALA SCHOOLS
1974-1992

Year	Number of Schools Reporting	Average No. of Full-Time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24

Year	Number of Schools Reporting	Average No. of Full-Time Faculty
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85
1986	62	9.70
1987	57	10.03
1988	55	10.21
1989	55	11.1
1990	58	10.6
1991	57	10.73
1992	59	10.85

Table I-2 shows the variation in the number of full-time faculty on January 1, 1992 among the 59 schools. This table shows that 30 of the 59 ALA schools had full-time faculties of 9 or fewer persons, including the dean or director. In the three years prior to 1987-88, more than half of the schools had a faculty of 9 or less. During 1987-88, the percentage with 9 or fewer had dropped to 46 percent; during 1988-89, the percentage had dropped to 45 percent (N=55), and in 1989-90, the percentage (N=58) had risen to 55.2 percent. In 1990-91, the number of schools with 9 or fewer had dropped to 27 (45 percent) schools. In 1991-92, the percentage grew slightly to 30 (50.8 percent). The most common faculty size (i.e., the size of the largest number of schools) in 1992 is 8 and 9; nine faculty had remained the most common faculty size since 1986. However, Table I-2 shows a wide range in the number of schools among the sizes indicated.

Table I-2
VARIATION IN THE NUMBER OF FULL-TIME FACULTY, INCLUDING DEANS AND
DIRECTORS, PER SCHOOL AMONG ALA SCHOOLS ON JANUARY 1, 1992

Number of FT Faculty	Number of Schools	Percentage of Total (59)
5	3	1.7
6	2	7.0
7	7	15.8
8	9	8.7
9	9	14.0
10	1	5.2
11	4	7.0
12	4	8.7
13	6	8.7
14	5	10.5
15	3	1.7
16	2	3.5
17	2	3.5
19	1	1.7
32	1	1.7

Of the 608 full-time Faculty, including the deans and directors, on January 1, 1992, in the 56 responding ALA schools, 319 (52.4 percent) were males, 289 (47.5) were females. An examination of Table I-3 shows that although this is virtually the same ratio as in 1991, there has been a slight increase in the percentage of female faculty members. The 1992 ratio of female to male faculty members is now the highest of any years in the time period from 1976 to the present, and it has increased each year for the last six years. Nevertheless, the ratio has changed very little during the entire time period. In 1976, with 62 schools reporting, the percentage of female faculty members was 41.5 and in 1992, with 56 schools reporting, the percentage was 48.2--a change of 6.7 percent. At least in terms of the total number of faculty, an almost 1:1 ratio of males and females exists.

Table I-3
MALE-FEMALE RATIO OF FULL-TIME FACULTY, ALA SCHOOLS, 1976-1992

Year	Number of Schools	Total FT Faculty	% of Males	% of Females
1975/76	62	697	58.5	41.5
1976/77	64	707	59	41
1977/78	64	684	59.2	40.8
1978/79	67	715	58.6	41.4
1979/80	67	714	58.8	41.2
1980/81	69	722	58.3	41.7
1981/82	69	706	56.8	43.2
1982/83	68	680	58.1	41.9
1983/84	66	658	57.8	42.2
1984/85	66	650	57.7	42.3
1985/86	62	603	56.6	43.4
1986/87	57	572	55.2	44.7
1987/88	55	562	54.6	45.3
1988/89	55	572	53.3	46.6
1989/90	58	615	53.6	46.44
1990/91	57	612	53.0	47.0
1991/92	59	638	52.5	47.5

Table I-4 shows the 1991-92 male/female faculty ratio according to faculty rank in contrast to the ratio of ten years ago: 1982-83. The table also reports the ratio for 1990-91, the previous reporting period. Because the number of schools reporting as ALA schools has changed from year to year, it is the percentage rather than the actual number of faculty members that is of primary significance in this table. In 1982-83, 41.9 percent of the faculty in all ranks (including deans and directors) were women. In 1991-92, ten years later, that number has increased to 47.5, a 5.6 percent increase in the ratio of female to male faculty members. In the past, there has been larger changes at specific academic ranks. The rank at which the most significant increase is evident has been at the assistant professor level (from 58.6 to 63.3 last year). However, during 1991-92, there was a decrease in the percentage of female to male of 2.5 percent. The ratio of female to male assistant professors

is still very high, however with females at 60.8 percent and males at 39.2 percent. There has been a significant increase in the percentage of female deans and directors from 1982-83 to 1991-92 (from 41.9 percent to 47.5 percent). In 1991-92, the percentage is 5.1 percent greater than in the previous year.

At the associate professor level, the increases occurring each year since 1988-89, follow three years of decreases in the ratio of female to male faculty at this rank. It is difficult to know to what the decline should be attributed. In an earlier edition, Purcell speculated that the decline might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. This explanation could be valid because the number of female faculty members holding the rank of professor has increased even though there has been a substantial drop in the total number of faculty members in all schools. The degree to which the 1988-89, 1989-90, 1990-91, and 1991-92 increases reverse the decline in previous years first noted by Purcell is unclear. As he stated previously, there is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for promotion of female faculty members to the rank of associate and professor ranks.

At the professor level the percentage of females had increased from 24.6 percent in 1988-89 to 26.0 percent in 1989-90. It was noted last year even though this may have been an actual increase of 6 female professors, it was more likely a result of three additional schools reporting in 1989-90 over the previous year. In 1990-91, the percentage of females rose .6 percent. In 1991-92, with all schools included, the percentage of females dropped 2.7 percent.

When comparing the percentage of female to male deans and directors in 1981-82 (24.6 percent) to that in 1991-92 (40.7 percent, an increase over three of the last four years) it is evident that there has been a substantial increase in both the number and percentage of female deans and directors. In 1980-81, there were 14 female deans and directors; in 1986-87, 1987-88, and 1988-89 there were 23; and in 1989-90 the number had increased to 24. In 1990-91 the number decreased to 21 female deans. The direction of this increase had been encouraging in that it continued to move in the direction of more equitable representation of women in administrative posts in library and information science education.

Table I-4
CHANGES IN MALE-FEMALE RATIO OF FULL-TIME FACULTY

1982-83 (68 schools, 680 full-time faculty)

Number	Rank	Males	Females
67	Deans & Directors	50 (74.6%)	17 (25.4%)
179	Professors	124 (69.3%)	55 (30.7%)
223	Associate Profs.	138 (61.9%)	85 (38.1%)
186	Assistant Profs.	77 (41.4%)	109 (58.6%)
10	Instructors	1 (10.1%)	9 (90.0%)
15	Lecturers	5 (33.3%)	10 (66.7%)
680		395 (58.1%)	285 (41.9%)

1990-91 (57 schools, 612 full-time faculty)

Number	Rank	Males	Females
*59	Deans & Directors	*38 (64.4%)	21 (35.6%)
162	Professors	119 (73.4%)	43 (26.6%)
190	Associate Profs.	95 (50.3%)	95 (49.7%)
174	Assistant Profs.	64 (36.7%)	110 (63.3%)
18	Instructors	7 (41.1%)	11 (58.9%)
8	Lecturers	2 (25.0%)	6 (75.0%)
**3	Other	1 (33.3%)	2 (66.3%)
*614		325 (53.1%)	287 (46.9%)

1991-92 (59 schools, 638 full-time faculty)

Number	Rank	Males	Females
59	Deans & Directors	35 (59.3%)	24 (40.7%)
166	Professors	118 (71.1%)	48 (28.9%)
197	Associate Profs.	97 (49.2%)	100 (50.8%)
181	Assistant Profs.	71 (39.2%)	110 (60.8%)
13	Instructors	3 (23.1%)	10 (76.9%)
**22	Lecturers	11 (50.0%)	11 (50.0%)
638		335 (52.5%)	303 (47.5%)

NOTE: *Includes Deans and faculty of schools not reporting.
**This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

Deans and Directors

Among the 59 ALA schools, there were 6 changes in appointments of executive officers between January 1, 1991 and January 1, 1992. This represents a change in leadership of 10 percent, and the number is considerably below the highest number of changes previously reported, i.e., 17 in 1985-86. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library and information science education that occurred in 1985-86. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). During 1985-86, there were 11 new executive officers appointed on a permanent basis, and 6 appointed on an acting or temporary basis (if one also includes the temporary appointment to replace the dean who was on sabbatical). Thus, more than one out of four schools appointed new or acting executive officers during 1985-86. In 1986-87, the number of changes (6) was much more in line with those of previous years, and in 1987-88, the number increased by 3 to a total of 11 changes. In 1988-89, 9 changes in executive officers occurred, in 1989-90, 4 occurred. For the five year period from 1987-88 to 1991-92, 38 schools (64.4 percent) have had new executive officers.

Of the 6 "new" deans and directors in 1991-92, two are acting or interim. Of the 4 regular appointments, one is male and 3 are females.

Following is a list of the schools with new executive officers in 1991-92: California-Berkeley (Acting Dean); Indiana (Dean); Pratt (Acting Dean); Queens (Director); Southern Connecticut (Chair); and Southern Mississippi (Director).

The breakdown of the administrative titles of the executive officers of the 59 ALA Schools on January 1, 1992 is reported in Table I-5. This breakdown includes the acting deans or directors. All non-ALA schools reporting used the title of "Chair".

Table I-5
TITLES OF HEADS OF ALA SCHOOLS JANUARY 1, 1992

Title	Number	Percentage
Dean	32	54.2
Acting or Interim Dean	5	8.4
Director	20	33.9
Chair	2	3.4

Of the 59 deans and directors (and persons holding the title of chair), including those holding acting or temporary status, 49 (83 percent) held the rank of professor. This is an increase 1.7 percent over 1990-91. Of the deans and directors, 35 are males (59.3 percent) and 24 (40.7 percent) are females. Nine held the rank of associate professor, and of these, 4 (44.4 percent) were males and 5 (55.5 percent) were females. Fifty-six (94.9 percent) held tenure at the time of the report.

Of the 35 males who were executive officers of ALA schools on January 1, 1992, 32 (91.4 percent) had earned doctorates. Of the 24 female executive officers, 23 (95.8 percent) had earned doctorates. Of the four executive officers who did not hold the doctorate, all held at least the master's degree in library and information science.

Considering the entire population of deans and directors of ALA schools on January 1, 1992, 55 (93.2 percent) held an earned doctorate. This percentage is approximately the same as that of 1990-91. The percentage of executive officers holding an earned doctorate has varied little for the last four years.

Of the 55 doctorates held by deans and directors, 40 (72.7 percent) were in library and information science. This is an increase of one in the actual number from last year, and an increase in the percentage of those holding doctorates of 1.8.

Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALA schools.

Table I-6
DISCIPLINES OF THE DOCTORATES HELD BY 59 HEADS OF ALA SCHOOLS,
JANUARY 1, 1992

Library and/or Informa. Sci.	40
American Studies	1
Communications	2
Education	4
Electrical Engineering	1
History	3
Humanities	1
Public Administration	1
Sociology	1
Zoology	1

U.S. Schools were asked to indicate the ethnic origin of deans and directors, and of the 52 deans and directors of ALA schools located in the U.S., 45 were white and 7 were from minority ethnic origins, the same as the number from minority ethnic origins reported last year. Of the 7 who were from minority origins, 6 are Black and one is Hispanic.

Age

Schools were asked to report the age of the faculty and the deans and directors. This information for heads of the 59 schools is displayed in Table I-7 by five-year categories. This table includes all executive officers serving as of January 1, 1992, including those in an acting capacity.

Table I-7
AGE CATEGORIES OF HEADS OF ALA SCHOOLS, JANUARY 1, 1992

Age Grouping	Number	Percentage
65+	3	5.0
60-64	12	20.0
55-59	7	11.8
50-54	17	28.8
45-49	12	20.0
40-44	8	13.5
Total	59	

This table shows that 39 (66.1 percent) of the executive officers of the 59 schools were 50 years of age or older in 1992. This is the same percentage as last year but much smaller than the 70.9 percent reported two years ago. In fact, this ranks with the smallest percentage increase for at least the last several years. For 1989-90, the percentage increase was 66.1; for 1988-89, it was 62.5; for 1987 it was 70.9; for 1986, it was 66.7 percent; for 1985 it was 74.6 percent; and for 1984, it was 67.7 percent. When acting or temporary appointments are excluded little difference in the relative percentages in the age group occurs. Table I-7a that reports ages of only permanent heads is, then unnecessary and is again being omitted from this edition of the report.

Fifteen (25.4 percent) of the deans and directors who held regular appointments were 60 years of age or older as of January 1, 1992. The number was lower in 1990-91, with 10 (16.9 percent). Table I-7b shows this distribution by gender and indicates that the 15.3 percent of male deans and directors 60 years of age or older is higher than that of female deans (10.2 percent). This is an increase in the percentage of male and female deans and directors over 60 as reported last year. In 1984 through 1990 increases were noted, but in 1983 it was reported that due to the policies in existence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within 5 years. This wave of retirements had taken place, but as is evident from the data in Tables I-7 and I-7b, this category has decreased. The large number of deans and directors that are in the 50-54 age category indicate that another wave of retirements will begin in 10 years.

Table I-7b
AGE CATEGORIES OF 59 PERMANENT HEADS OF ALA SCHOOLS,
DIVIDED BY SEX, JANUARY 1, 1992

Age Grouping	Males	Females
65+	2	1
60-64	7	5
55-59	5	2
50-54	11	6
45-49	4	8
40-44	6	2
Total	35	24

Salaries

Salary figures as of January 1, 1992 were reported for 54 of the 59 deans and directors of ALA schools. Clark Atlanta, San Jose, and Syracuse did not respond to Part I of the questionnaire. Of the remaining 56 respondents, Brigham Young has an institutional policy that prohibits the reporting of all salary data, and Pittsburgh will not release the Dean's salary. Of the 59 deans and directors, 55 hold fiscal year (11 or 12 month) appointments. Of those holding fiscal year appointments, 33 are male and 22 are female. Two females and two males hold academic year appointments.

The first year in which a salary of \$60,000 or above for deans and directors was reported occurred in 1982. In 1983, the level of \$70,000 or above was reported. In the 1984 report, the high salary for deans and directors was an academic year salary at a Canadian school, and, at \$74,550, did not break the \$80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure was \$79,000, so again, the \$80,000 barrier was not breached. The \$80,000 salary barrier was broken in 1986, with two people reporting salaries above \$80,000. In 1988, 3 Deans, all with fiscal year appointments reported salaries that exceed \$90,000; the high salary reported was \$97,100. The 1987 salary data show that for 1986-87, 14 deans or directors had salaries that exceed \$70,000. This was an increase of 5 over the previous year. In 1988, 17 deans or directors earned more than \$70,000 - an increase of 5 over last year. The number of deans and directors with salaries over the \$70,000 figure increased by 5.8 percent over 1987, and several other deans and directors had salaries near \$70,000. In 1989, 5 deans and directors reported salaries in excess of \$90,000, with the highest reported salary being \$110,400.

Twenty-two deans and directors reported salaries above \$70,000 - a 29 percent increase in this number over 1988; 4 were in Canadian schools. In 1989-90, 9 deans and directors reported salaries above \$90,000, with the highest salary being \$112,667. Twenty-six deans and directors reported salaries above \$70,000; 5 were in Canadian schools. Twelve deans and directors reported salaries above \$90,000 in 1990-91, the highest being \$120,000.

For the year 1991-92, 16 deans and directors reported salaries above \$90,000, with highest being over \$117,000. Twenty-three salaries above \$80,000 were reported. Four salaries in this category were in Canadian schools, but the five highest salaries in 1991-92 (all over \$100,000) were of deans and directors of U.S. schools.

In previous years, the issue of the difference between salaries paid in Canadian schools and schools located in the U.S. has been discussed. The question has always been whether the exchange rate between the two currencies should be factored in when comparing salaries. Canadian salaries traditionally have been higher than those in the U.S., and the exchange rate has continued to change. On the first business day of 1992, the exchange rate was \$.88 U.S. to \$1.00 Canadian. Some have commented that the exchange rate should be used as a control variable leading to an equalization of salary data. However, as noted in previous volumes of this study, if Canadian cost-of-living differences are considered, it would be equally appropriate to apply cost-of-living differences to various cities and regions of the U.S., thus making the reporting procedure impossibly complicated and not any more meaningful. Other methods exist to compare cost-of-living and the Canadian U.S. exchange rate. Therefore the method of dealing with this problem is to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for U.S. and Canadian schools. This solution has been used in each of the preceding years of the report, and will be this year also. To make a change at this point would result in a lack of comparability of the data over time.

The salaries of the 50 deans and directors reporting fiscal year salaries (including those in an acting capacity) ranged from a high of over \$117,010 to a low of \$34,272. The mean salary for the 50 deans and directors with a fiscal year appointment was \$78,754 (Median \$78,260). Eliminating the deans and directors of the 7 Canadian schools that reported salaries from the analysis, the mean salary of the remaining 43 deans and directors of U.S. schools who had fiscal year appointments on January 1, 1992, was \$77,449 (Median \$73,344). The mean salary for Canadian deans and directors was \$86,768 (Median \$90,650). An analysis of the 4 deans and directors that received their salaries on an academic year basis shows a range from a high of \$64,654, to a low of \$46,385. The mean for deans and directors on academic year

appointments was \$54,385 (Median \$53,251). All of the reported academic year salaries were in U.S. schools.

Of the 50 deans and directors who had fiscal year appointments on January 1, 1992 and who reported their salaries, (including acting persons), 29 were males and 21 were females. For the 29 males, the mean salary was \$82,312 (Median \$81,100). This is an increase in the mean salary of male deans and directors of \$5,147, over January 1, 1991, for an increase of 6.7 percent. For the 21 females deans and directors who hold fiscal year appointments, the mean salary on January 1, 1992 was \$73,840 (Median \$71,500), for a decrease of 5.2 percent. The mean salary of female deans and directors has risen to \$8,472, less than that of their male counterparts. This compares with a difference of \$1,756 in 1990-91, of \$8,118 in 1989-90; of \$9,578 in 1988/89; \$8,321 in 1987/88; of \$7,009 in 1986/87; of \$7,692 in 1986; \$11,253 in 1985; of \$6,674 in 1984; and of \$7,302 reported for 1983. The magnitude of the increase in the differential between the mean salaries of male and female deans and directors was startling in 1985. The differential in 1987, was not substantial and is more nearly comparable with 1983 and 1984. However, the 1988 and 1989 differences are substantial; the differences in 1989-90 salaries were somewhat less than in previous years and the difference for 1990-91. The current year difference has increased substantially. The five year average (1986-87 to 1990-91) salary differential has dropped to \$7,355. Table I-7c shows the mean salaries of deans and directors from 1979-80 to 1991-92.

The salary differential between male and female deans and directors has been clearly evident each year. That differential had dropped in 1990-91, however, to a relatively insignificant amount. In 1991-92, it has risen again to earlier levels.

Salary differentials have been even more evident when one compares them in rank order. The gap between male and female salaries has been narrowing, however, from 1987-88 to 1990-91: in 1988-89, 8 out of 10 of the highest salaries were received by males; in 1989-90, it had dropped to 7 out of 10 (probably it would have been 6 out of 10 if all schools had reported); and in 1990-91 and 1991-92, 6 out of the 10 highest salaries are received by men. Three of the 10 lowest salaries are received by men.

Table I-7c
AVERAGE SALARIES OF DEANS AND DIRECTORS WITH
FISCAL YEAR APPOINTMENTS 1979-1992

Fiscal Year	Number of Schools	Females	Males	Females and Males
1979-80	58	\$35,234	\$40,713	\$39,485
1980-81	58	37,622	43,799	42,628
1981-82	61	40,830	47,367	45,653
1982-83	59	43,207	50,509	48,405
1983-84		46,460	53,134	51,261
1984-85		45,694	56,947	53,793
1985-86		51,991	59,683	56,622
1986-87	52	56,222	63,231	61,247
1987-88	49	60,167	68,488	65,336
1988-89	48	63,585	73,163	69,172
1989-90	51	68,918	77,036	73,852
1990-91	50	75,409	77,165	76,532
1991-92	50	73,840	82,840	78,754

An analysis of this table shows that for the reporting 50 deans with fiscal year appointments (including acting deans and heads of Canadian schools), the percentage of increase in the average salary shown here, was 2.7 percent, down from the increase of 3.6 percent last year. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages indicate only the approximate salary improvements from the positions of deans and directors rather than improvements for individuals. The meaning of this increase is further eroded by the difference in actual schools represented in the two years.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 59 deans and directors with regular and acting appointments. As the table shows, on January 1, 1992, 6 deans and directors had held their administrative positions for 10 years or more. This represents 10 percent of the deans. At the other end of the longevity spectrum, 18 deans and directors have been appointed to their present position since January 1989, a period of only 3 years and 28 (47.5 percent) have served for 5 years or less. This is further evidence of a great deal of change in library and

information science education leadership and indicates a high rate of turnover among executive officers in the education programs in the U.S. and Canada. From all indications this is a continuing trend in higher education administration generally.

Table I-8
YEAR OF APPOINTMENT OF THE HEADS OF 59 ALA SCHOOLS WITH
REGULAR AND INTERIM APPOINTMENTS ON JANUARY 1, 1992

Year	Number	Year	Number
1970	1	1981	3
1971	0	1982	2
1972	0	1983	2
1973	0	1984	4
1974	0	1985	6
1975	2	1986	8
1976	0	1987	6
1977	0	1988	4
1978	0	1989	5
1979	1	1990	5
1980	2	1991	8

Meaningful data regarding the full-time faculty who assist the executive officer in administering the school is difficult to obtain because major differences exist from one school to another. In most instances these faculty members carry out the administrative responsibilities, but have reduced teaching loads. However, some do not teach, but devote their entire time to administrative responsibilities. Also, the administrative roles, as well as the rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included. Of the 56 ALA schools that reported for 1991-92, 19 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is three more than in 1990-91. Two of the 19 schools have 2 or more faculty members with such appointments, for a total of 7 individuals. Of the 26 associate (assistant, etc.) deans and directors in 1991-92, 2 were newly appointed to this post during the year under review.

In 1990-91, 16 (out of 57) schools had such positions, whereas in previous years the numbers were as follows: 1989-90, 18 (out of 59); 1988-89, 19 (out of 55); 1987-88, 19 (out of 57); 1986-87, 18 (out of 57); 1985-86, 22; 1984-85, 21; 1983-84, 23 schools (out of 66); in 1982-83, 25 schools (out of 68); in 1981-82, 28 schools (out of 69); and in 1980-81, 34 schools (out of 69). Thus in 1980-81, nearly half of the schools had one or more associate (assistant, etc.) deans or directors. Eleven years later, in 1992, both the number and the percentage of schools with full-time associate or assistant deans (directors, etc.) has decreased. It is possible that one factor that accounts for the decline is the elimination of this post as a means for schools to cut back on expenditures. However, it is also possible that as some schools decrease in faculty size, the central administration of the universities consider the position to be less important and hence eliminate the position. However, in 1991-92, the number has increased by 5 positions.

Table I-9
FACULTY HOLDING ADMINISTRATIVE TITLES, 1991-92

Title and Rank	Number
Associate Dean	
Professor	8
Associate Professor	7
Assistant Professor	1
Lecturer	1
Assistant Dean	
Professor	1
Associate Professor	2
Assistant Professor	4
Instructor	1
Lecturer	1

It should be noted that this report includes only full-time faculty members serving in positions as associate or assistant deans (directors, etc.). A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

Of the 26 associate (assistant, etc.) deans and directors, 12 (46.2 percent) are males while 14 (53.8 percent) are females. Compared to 1989-90, the representation of females in this group

has dropped. In 1986-87 there were exactly twice the number of males (24) as females (12) in the associate (assistant, etc.) deans and directors group. In 1987-88, 1988-89, 1989-90, 1990-91 and 1991-92, the majority are females.

Of the 26 individuals being considered here, 20 (10 males and 10 females) had fiscal year appointments, while 6 (2 males and 4 females) had academic year appointments.

For the 26 with fiscal year appointments, the high salary was \$106,586 (a male with rank of professor), the low was \$28,036 (a female with rank of assistant). The mean salary for the 10 males was \$61,862 while for the 10 females the mean was \$54,218. The fiscal year mean for males and females combined was \$58,040.

For the 6 associate (assistant, etc.) deans and directors holding academic year appointments (2 male and 4 female), the high salary was \$67,600 (a female with rank of professor), the low was \$38,262 (a male with rank of associate). The mean salary for the 4 females was \$56,296; of the 2 males it was \$52,363. The mean salary for all associate and assistant deans and directors holding academic year appointments for 1991-92 was \$54,985.

The salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities. Most also have some teaching responsibilities. As a result, the above computations are likely to vary greatly from year to year. As a consequence of this, the persons who hold these positions are included in the tables that follow under their academic rank.

New Faculty Appointments

Between January 1, 1991 and January 1, 1992, exclusive of deans and directors, 44 new full-time regular faculty members were appointed. The number of new appointments peaked in 1987-88 with 58 (10.3 percent) and has been declining each of the four successive years. Table I-10 provides a basis for comparing the annual number of new faculty appointments over the past 12 years. In earlier reports, this table counted deans and directors, including those with acting or interim status, even when appointed from within their own faculties. However, since a marked increase of acting or interim deans and directors tended to skew the figures, this table has been recalculated for the previous years to exclude all deans and directors in the new appointment columns. Deans and directors are included in the total full-time faculty count.

Table I-10
RATIO OF NEW FACULTY APPOINTMENTS EXCLUSIVE OF DEANS
AND DIRECTORS TO TOTAL FACULTY, 1980-1991

Year	Number of Schools	Total FT Faculty	New Ap- pointments	% of Ap- pointments
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0
1985-86	62	602	48	8.0
1986-87	57 of 60	572	56	9.8
1987-88	55 of 60	562	58	10.3
1988-89	55 of 60	572	56	9.8
1989-90	58 of 61	615	50	8.1
1990-91	57 of 59	612	46	7.5
1991-92	56 of 59	608	44	7.2

Characteristics

The following table shows the sex of the 44 new faculty members appointed to full-time regular positions in the various faculty ranks between January 2, 1991 and January 1, 1992, in ALA schools.

Table I-11
RANK AND SEX OF 44 NEW FACULTY, EXCLUSIVE OF DEANS AND DIRECTORS
APPOINTED BETWEEN JANUARY 2, 1991 AND JANUARY 1, 1992

Rank	Males	Females	Total
Professor	1	2	3
Associate Professor	1	2	3
Assistant Professor	13	15	28
Instructor	0	4	4
Lecturer	2	4	6
Total	17	27	44

Of the new appointments at the professor level, all received an academic year appointment; had earned doctorates; and one was not granted tenure and two were. The age range was 45-55 years.

Of the 3 new associate professors who were not deans or directors, two received fiscal year appointments and one received an academic year appointment; all held earned doctorates. Their age categories were: 1 from 35-39, 1 from 45-49, and 1 from 60-64.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group along with other characteristics, are always of particular interest. There were 28 new assistant professors appointed to permanent positions in 1991-92. This compares with 34 in 1990-91; 34 in 1989-90; 38 in 1988-89; 43 in 1987-88; 29 in 1986-87; 32 in 1985-86; 27 in 1984-85; 25 in 1983-84; 29 in 1982-83 and 1981-82 and 28 in 1980-81. These figures show that the number has fluctuated over the past few years, but has varied only slightly until 1987-88 which showed a 48 percent increase over 1986-87. However, as noted above, the total of new appointments at all ranks in 1991-92 is down 17 percent over 1990-91. Of the 28 new assistant professors appointed in 1991-92, 13 were male (46.5 percent) and 15 were female (53.5 percent).

Among the 28 new assistant professors, 21 had completed their doctorates by January 1992. The disciplines of the 21 new assistant professors with earned doctorates were distributed into the following fields:

Library and Information Science	17
Astronomy	1
Computer Science	1
Geography	1
Philosophy	1

Of the 28 new assistant professors in 1991-92, 6 were in Canadian Schools and 22 were in U.S. Schools. Nineteen are White, 2 are Black, 1 is Hispanic and 6 were not designated. Twenty-seven were appointed for academic years. Age categories were provided as follows:

30-34	2
35-40	5
40-44	12
45-49	6
50-54	2
Unreported	1

Salaries

Salaries reported for the 28 new assistant professors appointed in 1991-92 ranged from a high of \$49,415 to a low of \$19,140. The mean salary for 21 persons with an academic year appointment (which included no Canadian appointments) was \$34,434 and the median was \$33,150.

The mean salary for the 8 males appointed for the academic year to the rank of assistant professor in 1991-92 was \$33,652 (median \$33,500). For the 13 females appointed as assistant professors for the academic year, the mean salary was \$34,915 (median \$33,000). Contrasted with the 1990-91 difference of \$2,530 in favor of males, the 1991-92 difference is \$1,263 in favor of females. When academic and fiscal year salaries are combined, the mean for males increases to \$36,945 and the mean for females decreases to \$31,169, and the female disadvantage increases to \$5,776. In 1990-91 a female advantage of \$5,626 existed. In 1989-90 a female disadvantage of \$1,626, and in 1988-89 a female advantage of \$2,832 were reported.

Table I-11a shows the mean beginning salaries for assistant professors with academic year appointments since 1977-78. During those years, women have out-distanced their male colleagues' average salary in 1978-79, 1979-80, 1985-86, in 1989-90 and in 1991-92. In the total number of these appointments, 387, women have accounted for 236 (60.9 percent) while men have accounted for 137 (39.1 percent).

Table I-11a
NEW ASSISTANT PROFESSORS - ACADEMIC YEAR
APPOINTMENTS, 1977-78 TO 1991-92

Year	Total Number	Mean Ave. for Males	Mean Ave. Females	Mean Ave. for All	% of Inc.
77-78	23	15,386(10)	14,907(13)	15,115	.09
78-79	30	16,188(16)	17,241(14)	16,679	10.35
79-80	18	17,065(6)	17,445(12)	17,319	3.84
80-81	25	19,928(8)	18,777(17)	19,146	10.55
81-82	22	20,854(9)	20,270(13)	20,509	7.12
82-83	22	23,335(8)	21,604(14)	22,233	8.40
83-84	19	24,170(8)	21,335(11)	23,722	6.70
84-85	24	25,277(9)	23,748(15)	24,321	2.50
85-86	24	26,000(7)	26,946(17)	26,732	9.91
86-87	29	28,290(11)	26,399(18)	27,183	1.69
87-88	31	29,365(13)	28,895(18)	29,092	7.02
88-89	33	33,015(13)	30,317(20)	31,380	7.86
89-90	33	30,699(10)	32,990(22)	32,448	3.40
90-91	33	35,679(8)	33,149(19)	33,899	4.47
91-92	21	33,652(8)	34,915(13)	34,434	1.58

There were 7 new fiscal year appointments at the assistant professor rank. Because the number of new appointments in this category has always been small, no effort has been made in the past to tabulate these data by gender or salary. During the past 25 years, only 71 fiscal year appointments have been made at the assistant professor level, as compared to 387 appointed for the academic year. However, because of the large number of assistant professor with fiscal year appointments in 1991-92 it is possible to provide some analysis. The mean salary for the 5 males appointed for the fiscal year to the rank of assistant professor in 1991-92 is \$42,213 (Median \$43,500). For the 2 females that reported salary information the mean is \$43,610.

Table I-12
DISTRIBUTION OF SALARIES FOR 28 NEW
ASSISTANT PROFESSORS, 1991-92

Academic Year	Appointments	Fiscal Year	Appointments
Salary	Sex	Salary	Sex
\$19,140	F	\$35,000	M
27,000	M	40,000	M
29,007	M	42,500	F
31,000	F	43,150	M
32,000	F	43,500	M
32,500	F	44,779	F
32,740	M	49,415	M
33,000	F		
33,000	F		
33,000	F		
33,150	F		
33,391	M		
34,000	F		
34,680	M		
35,000	F		
36,400	M		
36,600	F		
37,000	F		
38,000	M		
38,000	M		
64,500	F		

Three new appointments were made at the associate professor rank. Two are female and 1 is male; 1 had an academic year and 2 have fiscal year appointments. For the fiscal year appointment, the average salary was \$59,375. The single academic year salary will not be reported. There were also 3 new appointments at the rank of professor. Two are female and 1 is male; all 3 have academic year appointments. The average salary was \$56,427.

There were 4 full-time instructors appointed during 1991-92 among the 56 reporting ALA schools. All are female; 3 have academic year and 1 has fiscal year appointments. The average academic year salary was \$30,835. The salary for the single fiscal year salary will not be reported.

There were 6 full-time lecturers appointed during 1991-92 among the 56 reporting ALA schools. Four are female and 2 are male; 5 have academic year and 1 has fiscal year appointments. The average salary for the 5 academic appointments was \$33,600. The single fiscal year salary will not be reported.

ALL FACULTY

Salaries

The following table enables one to compare 1991-92 mean and median salaries at each rank with those of a year earlier (1990-91). Salary figures were withheld by Brigham Young because of institution policy. In addition, in 1991-92, Pittsburgh withheld the Dean's salary and that of 1 faculty; Clark Atlanta, Syracuse, & San Jose did not report. A total 542 salaries (including those of deans and directors) were reported in 1991-92. In 1990-91, there were 593 salaries reported; in 1989-90 there were 615; in 1988-89, 550; in 1987-88, 552; 1986-87 there were 572; in 1985-86 there were 603. The highest number of reported salaries (687) was reported in 1981-82.

Table I-13
FACULTY SALARIES, ALA SCHOOLS,
1990-91 (55) AND 1991-92

Rank	Term	1990-91		1991-92	
		Mean	Median	Mean	Median
Deans & Directors	FY	76,532	75,585	78,754	78,260
Deans & Directors	AY	62,045	51,356	54,385	53,251
Professors	FY	75,269	78,446	71,377	78,090
Professors	AY	62,117	56,277	67,426	57,479
Associate Professor	FY	59,591	59,805	59,632	62,968
Associate Professor	AY	43,254	42,492	43,841	43,095
Assistant Professor	FY	48,804	48,870	47,522	45,948
Assistant Professor	AY	35,916	35,420	36,816	36,400
Instructors	FY	45,058	43,950	41,394	43,402
Instructors	AY	29,955	29,000	33,073	30,618
Lecturers	FY	48,544	42,175	48,898	42,804
Lecturers	AY	35,033	35,400	32,837	36,000

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to compute the exchange rate between the Canadian dollar and the U.S. dollars. Since Canadian university salaries are often higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is intended to show average salaries by region and for Canadian schools. The regions used are those used by ALA's Committee on Accreditation in its semi-annual listing of accredited programs, even though this results in uneven numerical groupings. Brigham Young, Clark Atlanta, San Jose, and Syracuse were not included in their respective regions because salaries were not provided by those schools. The number of faculty salaries included is shown in parentheses in each category. In those instances where only one salary fits into a given category, the salary is not reported in order to protect the privacy of the individuals to whom the salaries apply.

Northeast: Albany (SUNY), Buffalo (SUNY), Catholic, Clarion, Columbia, Drexel, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, and Southern Connecticut. (15 of 16 schools reporting)

Southeast: Alabama, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, Puerto Rico, South Carolina, South Florida, Southern Mississippi, and Tennessee. (12 of 13 schools reporting)

Midwest: Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Missouri, Northern Illinois, Rosary, Wayne State, Wisconsin-Madison, and Wisconsin-Milwaukee. (All 12 schools reporting)

Southwest: Arizona, North Texas, Oklahoma, Texas, and Texas Woman's. (All 5 schools reporting)

West: California-Berkeley, California-Los Angeles, Hawaii, and Washington. (4 of 6 schools reporting)

Canada: Alberta, British Columbia, McGill, Montreal, Toronto, and Western Ontario. (All schools reporting)

Table I-13a
MEAN SALARY FOR FACULTY OF ALA SCHOOLS DIVIDED BY REGION, 1991-92

Fiscal Year Mean Salaries

Region	Deans & Dir	Professors	Assoc. Prof	Asst. Prof
Northeast	(12) 81,102	(15) 66,524	(15) 56,636	(9) 45,012
Southeast	(10) 70,187	(1)	(3) 46,966	(0)
Midwest	(12) 78,087	(2) 58,612	(4) 42,895	(3) 34,512
Southwest	(5) 74,741	(2) 70,969	(1)	(1)
West	(4) 86,116	(0)	(0)	(0)
*Canada	(7) 86,767	(18) 85,414	(25) 65,812	(23) 50,275

*Canadian Dollars

Academic Year Mean Salaries

Northeast	(2) 49,768	(34) 63,991	(44) 47,123	(39) 40,771
Southeast	(2) 59,002	(35) 55,205	(32) 39,779	(28) 34,109
Midwest	(0)	(23) 59,216	(35) 43,497	(36) 35,039
Southwest	(0)	(19) 54,614	(7) 37,139	(17) 33,414
West	(0)	(7) 64,302	(16) 46,839	(13) 39,015
Canada	(0)	(0)	(0)	(0)

The following table shows the difference between mean salaries in the schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the difference in exchange rate between the U.S. and the Canadian dollars on January 1, 1992 was \$.88 U.S. to \$1.00 Canadian.

Table I-13b
AVERAGE SALARIES AMONG LIBRARY SCHOOLS IN THE U.S.
COMPARED TO AVERAGE SALARIES AMONG LIBRARY SCHOOLS
IN CANADA, 1991-92

Fiscal Year Average Salaries

Country	Deans & Dir	Professors	Assoc.Prof	Asst. Prof
U.S.	(43) 77,449	(20) 58,743	(23) 52,914	(13) 42,653
*Canada	(7) 86,769	(18) 85,414	(25) 65,812	(23) 50,275

* Canadian Dollars

Academic Year Average Salaries

U.S.	(4) 54,385	(118) 67,426	(134) 43,841	(133) 36,816
Canada	(0)	(0)	(0)	(0)

Improvements in the mean faculty salary in 1991-92 over 1990-91 at each rank are shown in Table I-14. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1991-92 results in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The results of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

Table I-14
IMPROVEMENT IN AVERAGE SALARIES FOR FACULTY IN
ALA SCHOOLS BETWEEN 1990-91 AND 1991-92

Rank	Term	# in 90-91	# in 91-92	Improvement in mean Salary	% of Mean Salary
Deans and Dir	FY	50	50	\$2,222	2.9
Deans and Dir	AY	3	4	7,660	-12.3
Professors	FY	29	38	3,892	-5.1
Professors	AY	127	118	5,309	8.5

Rank	Term	# in 90-91	# in 91-92	Improvement in mean Salary	% of Mean Salary
Assoc. Profs.	FY	24	48	41	.006
Assoc. Profs.	AY	159	134	587	1.3
Asst. Profs.	FY	27	36	1,282	-2.6
Asst. Profs.	AY	147	133	900	2.5
Instructors	FY	5	6	3,664	-8.1
Instructors	AY	8	7	3,118	10.4
Lecturers	FY	5	7	354	.07
Lecturers	AY	10	15	2,196	-6.2

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

Table I-14a
PERCENTAGE OF SALARY IMPROVEMENT BY RANK, AMONG ALA
SCHOOLS OVER 5 YEARS, 1987-88 TO 1991-92

Rank	Term	87-88	88-89	89-90	90-91	91-92	Total
Deans & Dir	FY	6.5	5.9	6.7	3.6	2.9	33.6
Deans & Dir	AY	10.5	15.4	8.3	22.7	-12.3	53.2
Professors	FY	2.4	10.8	10.5	1.8	-5.1	25.7
Professors	AY	4.3	7.2	2.8	14.0	8.5	45.5
Assoc.Profs	FY	4.6	4.4	7.4	6.8	.006	28.4
Assoc.Profs	AY	4.0	5.3	6.3	6.3	1.3	28.8
Asst. Profs	FY	3.7	4.3	9.7	8.7	-2.6	47.7
Asst. Profs	AY	2.7	9.8	3.4	6.2	2.5	30.9
Instructors	FY	14.2	4.6	5.2	16.2	-8.1	109.1
Instructors	AY	-1.6	6.5	8.2	2.1	10.4	34.6
Lecturers	FY	3.2	24.9	-3.0	28.3	.07	58.3
Lecturers	AY	.38	36.7	-6.9	-12.4	-6.2	16.6

Table 15 enables one to compare the mean salaries in each faculty rank for males and females. Male salaries exceed female salaries in deans and directors and professors with fiscal year appointments and all professors, associates and assistants with academic year appointments. Female salaries exceed male salaries in associates and assistants with fiscal year appointments (likely because Canadian appointments are fiscal year). Female Salaries also exceed male salaries in academic year deans and directors.

Table I-15
MALE AND FEMALE SALARIES IN ALA SCHOOLS ON JANUARY 1, 1992

Fiscal Year Appointments, 1991-92

Rank	# of Males	Average Sal. of Males	# of Females	Average Sal. of Females
Deans & Dir.	31	\$82,312	23	\$73,840
Professors	22	76,372	16	76,144
Assoc. Profs	21	58,242	27	60,712
Asst. Profs	17	45,597	19	49,211

Academic Year Appointments, 1991-92

Deans & Dir.	2	53,251	2	55,519
Professors	87	60,128	31	55,704
Assoc. Profs	71	44,193	63	43,421
Asst. Profs	47	38,020	86	35,996

Ethnic Background

The schools in the United States were again asked to provide ethnic data for their full-time faculty. Fifty schools that responded to the survey provided this information listed in Table I-17. Information on the deans and directors is from 52 schools.

Table I-17
ETHNIC BACKGROUND OF FULL-TIME FACULTY IN
ALA SCHOOLS IN THE U.S., JANUARY 1, 1992

Rank	Amer. Indian	Asian or Pac Island	Black	His- panic	White	Total
Deans & Dir	0	0	6	1	45	52
Professors	0	4	6	4	131	144
Assoc. Profs	1	3	4	2	153	163
Asst. Profs	1	9	15	3	124	152
Instructors	0	0	0	0	13	13
Lecturers	0	0	2	2	16	20
% of Total	.04	3.0	6.0	2.2	88.6	

Age

The table that follows provides age category data for the full-time faculty with academic rank in all ALA schools except Clark Atlanta, San Jose, and Syracuse. It has been noted in earlier reports that the average age of the faculty has been increasing. However, in 1989 and 1990 (32.1 and 32.2 percent respectively) of the faculty were reported as 55 or older. This is a decrease of approximately 1.3 and 1.4 percent over each of the previous two years in the number of faculty in these age groups. The 1990-91 data show a 2.0 percent increase (34.2) over 1989-90, and the 1991-92 data show a slight drop (.7 percent) of faculty in the 55 years or older category perhaps indicating a resumption of the aging trend previously noted.

Table I-18
AGE CATEGORIES OF FULL-TIME FACULTY ON
JANUARY 1, 1992 IN ALA ACCREDITED SCHOOLS

Rank	70+	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans&Dir	1	2	12	7	18	11	8	0	0	0	59
Profs	1	21	45	35	31	20	4	1	0	0	158
AssocProf	0	11	24	24	33	50	38	7	0	0	187
AsstProf	0	2	5	7	16	49	50	33	8	3	173
Instruc.	0	0	1	0	1	3	5	2	1	0	13
Lecturers	0	2	4	3	3	1	4	2	1	2	22
Totals	2	38	91	76	102	134	109	45	10	5	612
% of Tot	.03	6.2	15	12	17	22	18	7.4	1.6	.08	

Year of Initial Appointment and Rank

Each of the 56 reporting ALA schools responded to the request for the date of initial appointment of each current faculty member to its full-time faculty. In Table I-19, the data shown represent that initial appointment year for each of the faculty members where academic rank was reported, who were employed on January 1, 1992. It is interesting to note that one half (50.9 percent) of all faculty in ALA schools have been appointed in the last seven years (1983-84 through 1991-92).

Table I-19
YEAR OF INITIAL APPOINTMENT OF FULL-TIME FACULTY AT THEIR PRESENT ALA SCHOOL

Year	Deans&Dir		Professor		AssocProf		AsstProf		Instruc		Lecturer		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1955				2									2
1956			1										1
1958						1							1
1960			1										1
1961			1	1			1						3
1962					1								1
1963			1										1
1964				1									1
1965			5	1			1						7
1966			3	2									5
1967			4		1	1						1	7
1968					2								2
1969		1	10	2	2	1							16
1970	4	1	8	3	2	1							19
1971		1	11	3	7	2	1		1				26
1972	2		5	1	7	3		2					20
1973	2		1	4	4	3							14
1974		1	7	3	7	2						1	21
1975	2	3	5	2	3	4							19
1976	2		6	3	1	3		1					16
1977	3		5	2	5	3							18
1978		1	1	1	5	2					1		11

Year	Deans&Dir		Professor		AssocProf		AsstProf		Instruc		Lecturer		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1979	2			2	1	3		1		1			10
1980			3		3	2		1					9
1981	2	4	2	3	6	7					1		25
1982			4	1	6	7							18
1983	1	1	3		3	10	2				1		21
1984	1		3	1	5	6	1	1					18
1985	4	1	2	1	3	9	5	3	1			2	31
1986	3	5	4	2	4	5	4	7		1		1	36
1987	3	1	4		5	7	11	17			2		50
1988	1		4	1	5	3	10	17		1	1	1	44
1989	2	2	7	1	1	6	8	20		1	2		50
1990		1	4		4	3	8	17	2	1	1	1	42
1991	1	1	1	2	1	2	7	8		3	2	5	33

In the following table, the year is given for the appointment or promotion of each of the full-time faculty members holding academic rank to his/her present academic rank in the school where he/she holds a full time position. In this listing, deans and directors have been distributed according to their faculty ranks.

Table I-20
YEAR OF APPOINTMENT OR PROMOTION OF FULL-TIME FACULTY
TO THEIR PRESENT RANK IN THEIR RESPECTIVE SCHOOL

Year	Prof		Assoc		Asst		Instr		Lect		Total
	M	F	M	F	M	F	M	F	M	F	
1962			1								1
1965	2				1						3
1966	2										2
1967	1		2								3
1968	1										1
1969	2	1		1							4
1970	3			1							4
1971	4										4
1972	1		1								2
1973	2		1	2		1					6
1974	3		3	2						1	9
1975	9	1	6								16
1976	7	1	1	3		1					13
1977	8	1	8	1	1					1	20
1978	4	3	2		1	2					12
1979	4	5	2	5		1					17
1980	6	3	6	2		1					18
1981	7	4	5	4					1		21
1982	2	4	4	5		1					16
1983	6	6	10	5	2				1		30
1984	6	1	5	2		1			1		15
1985	7	6	1	3	5	4				2	28

Year	Prof		Assoc		Asst		Instr		Lect		Total
	M	F	M	F	M	F	M	F	M	F	
1986	10	5	4	7	3	5		1			35
1987	8	5	8	9	10	15	1				56
1988	7		9	7	11	13		1	2	1	51
1989	11	5	9	9	10	19		1	3	1	68
1990	11	3	6	18	11	22	2	2	2	1	78
1991	6	9	5	14	12	18		4	2	4	74

Promotions

Among the 608 full-time faculty in the 56 ALA schools participating in the 1991-92 study, there were 30 promotions within the professorial ranks. This compares with 35 last year. As the following table suggests, the rate of promotion declined in 1988 by 17 percent over the previous year. In 1988-89, the number declined further by 50 percent. In 1989-90, the number of promotions substantially increased over the previous year. The 1990-91 number also increased (16.6 percent over 1989-90), but the 1991-92 figure has dropped (14.2 percent under 1990-91).

Table I-21
FACULTY PROMOTIONS IN ALA SCHOOLS, 1987/88-1991/92

Rank to which promoted	1987-88		1988-89		1989-90		1990-91		1991-92	
	M	F	M	F	M	F	M	F	M	F
Prof.	6	3	10	3	6	5	7	3	4	5
Assoc.	4	8	2	5	9	7	16	2	4	13
Asst.	2	1	1	1	0	3	2	5	1	3
Totals	12	12	3	9	15	15	25	10	9	21

Table I-21a
NUMBER OF YEARS AS FULL-TIME FACULTY MEMBER IN THEIR RESPECTIVE
SCHOOLS OF THE INDIVIDUALS PROMOTED IN 1991-92

Rank	No. of Persons		No. of Years
	M	F	
Professors		2	3
	1		4
		1	5
		1	9
		1	10
		1	14
	1		16
	2		17
Assoc. Professors		1	2
	1	1	3
		3	4
	1	1	5
		7	6
	2		7
Asst. Professors		1	1
		1	3
	1	1	4

Doctorates

In lieu of repeating the detailed background of earned doctorates by gender, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctorates held on January 1, 1992 for the total faculty population of 608 (including Deans and Directors) was 504 (82.9 percent). This is a decrease in the percentage from last year, as shown in Table I-22a. Of the 504 faculty members holding the doctorate, 351 (69.6 percent) had their degree in library and/or information science; 153 faculty members had doctorates in other fields. Table I-22a indicates the percentage of faculty members by sex holding doctorates.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of its percentage over these years to 1990-91. During that time period the percentage of total faculty members who hold the doctorate has increased from 61.8 percent to 85.6 percent; the percentage dropped to 82.9 during 1991-92. The rate of increase in females and males holding the doctorate is approximately equal. However, the percentage of male faculty members that have completed the doctorate is still higher than that of their female counterparts. This gap has been reduced substantially in the years since 1988-89, to only 3.2 percent for the current year.

Table I-22a
PERCENTAGE OF FULL-TIME FACULTY IN ALA SCHOOLS
WITH EARNED DOCTORATES, 1977-1992

Year	% of Males With Earned Doctorates	% of Females With Earned Doctorates	% Total Faculty With Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9
1986	82.6	75.9	79.9
1987	85.3	77.1	81.6
1988	86.5	79.2	83.2
1988/89	86.5	85.0	85.8
1989/90	83.7	82.3	83.0
1990/91	86.5	84.7	85.6
1991/92	84.4	81.2	82.9

Table I-23 provides a listing of the disciplines other than the library and information sciences in which 166 faculty members held doctorates on January 1, 1992. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses often were not clear, and the instructions were frequently given varying interpretations. The fields other than library science, information sciences, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific sub-fields are identified, some of which might be the same degree with a slightly different name. Because of the wide variation, the doctorates in fields other than library and/or information sciences are identified by discipline.

Table I-23
EARNED DOCTORATES OUTSIDE LIBRARY AND INFORMATION SCIENCES
HELD BY 153 FULL-TIME FACULTY IN ALA SCHOOLS ON JANUARY 1, 1992

Discipline	No.	Discipline	No.
American Civilization	2	Humanities	1
American Studies	1	Interdisciplinary	2
Anthropology	1	Law	3
Astronomy	1	Linguistics	1
Book Arts	1	Management	1
Business	2	Mathematics	1
Chemistry	2	Musicology	1
Communications	8	Nuclear Engineering	1
Computer Science	8	Philosophy	4
Economics	2	Physics	3
Education	51	Political Science	3
Engineering	5	Psychology	5
English	10	Public Administration	3
Folklore/Myth	2	Quan. Int'l. Stud.	1
Geography	1	Reading	1
Health	1	Roman Studies	1
History	18	Sociology	3
History of Printing	1	Speech	1
		Zoology	1

While 82.9 percent of the full-time faculty teaching in 56 ALA schools had completed doctoral degrees prior to January 1, 1992, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 30 percent to a high of 100 percent in 15 schools. In two schools, half or less of the faculty held doctorates. This is one less than reported in 1990-91. Forty-four schools (78.5 percent) of the 56 reporting have faculties of which at least 75 percent hold the doctorate.

Table I-24
PERCENTAGE OF FACULTY HAVING DOCTORATES IN ALA
SCHOOLS ON JANUARY 1, 1992

Percentage	Number of Schools
100	15
95-99	0
90-94	9
85-89	9
80-84	2
75-79	9
70-74	1
65-69	4
60-64	3
55-59	2
50-54	0
45-49	1
30-34	1

Tenure

Of the 608 full-time faculty in the 56 ALA schools that reported on their faculty, 62.9 percent of the faculty were reported as having tenure on January 1, 1992. (Those with "security of appointment" have been included in the count). Information on tenure has been collected since 1977, and is reported in Table I-25. As can be seen from this table, the percent of the total faculty who are tenured has risen over the previous 3 years. The current figure of 64.4 is 1.5 percent higher than that of 1990-91. The data show that slightly more than 3 out of 5 faculty members held tenure in 1992.

Table I-25
PERCENTAGE OF TENURED FACULTY AMONG ALA SCHOOLS, 1977-1992

Year	% of Tenured Faculty
1976-77	58.4
1977-78	60.0

Year	% of Tenured Faculty
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65.0
1982-83	66.3
1983-84	67.8
1984-85	64.2
1985-86	68.0
1986-87	67.0
1987-88	65.5
1988-89	62.2
1989-90	62.4
1990-91	62.9
1991-92	64.4

Two schools reported having an all-tenured faculty. Prior years are as follows: 1990-91 (2); 1989-90 (2); 1988-89 (3); 1987-88 (3); 1986-87 (5); 1985-86 (4); 1984-85 (11); and 1983-84 (11). Four schools reported less than 25 percent tenured faculty; 6 schools have less than 50 percent; and 18 schools have tenured faculties of 75 percent or higher. The following table shows the variation among the 56 schools that reported tenure data.

Table I-26
PERCENTAGE OF TENURED FACULTY AMONG 56 ALA SCHOOLS,
JANUARY 1, 1992

% of Tenured Faculty	Number of Schools
100	2
90-94	1
85-89	3
80-84	5
75-79	7
70-74	3

% of Tenured Faculty	Number of Schools
65-69	7
60-64	14
55-59	5
50-54	3
45-49	1
40-44	1
25-29	1
15-19	1
10-14	2

The following table shows tenure status by rank and sex of the faculty members holding academic rank and included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

Table I-26a
TENURE STATUS BY RANK AND SEX AMONG 56 ALA SCHOOLS,
JANUARY 1, 1992

Rank	w/Tenure		Total	w/o Tenure		Total
	M	F		M	F	
Deans & Dir	33	23	56	2	1	3
Professors	110	46	152	3	1	4
Assoc.Prof.	79	79	154	12	16	28
Asst.Prof.	61	14	21	58	90	148
Instruct	1	1	2	3	8	11
Lecturer	0	1	1	11	10	21
Total	284	164	386	89	126	215

Table showing regional difference in faculty size and sex (Tables I-26b and I-26c) were included in the 1983 report and the report for 1978-79. However, it is not necessary to provide these particular data each year and so they will not be included in this year's report. The table that appeared in the 1984 report as Table I-26d, showing regional differences in average salaries, has been shifted to the section following Table I-13.

In the table that follows, 607 individual faculty salaries (including those for 54 deans and directors) were reported by 57 of the ALA schools. All salaries are included except for persons who do not hold academic rank; salaries from Brigham Young which has an institutional policy against reporting salaries. Pittsburgh does not report the salaries of the Dean and selected faculty. The salaries are distributed by rank in increments of \$1,000 (except where there are large gaps between salaries). The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

Table I-27
SALARIES OF 507 FULL TIME FACULTY IN 56 ALA SCHOOLS ON JANUARY 1, 1992

Amounts	Dean&Dir FY	AY	Professor FY	AY	AssocProf FY	AY	AsstProf FY	AY	Instructor FY	AY	Lecturer FY	AY
117,000-117,999	1											
115,000-115,999	1											
114,000-114,999		1										
109,000-109,999	1											
107,000-107,999	1											
106,000-106,999	1		1									
105,000-105,999	1											
102,000-102,999			3									
98,000-98,999				1								
96,000-96,999	2											
95,000-95,999	2											
94,000-94,999			1									
93,000-93,999	3											
92,000-92,999			1	1								
91,000-91,999	1											
90,000-90,999	2			1								
87,000-87,999			1	1								
86,000-86,999	1		1									
85,000-85,999	1		2									
84,000-84,999			1	1								
83,000-83,999	1			1								
82,000-82,999	1											

Amounts	Dean&Dir FY	AY	Professor FY	AY	AssocProf FY	AY	AsstProf FY	AY	Instructor FY	AY	Lecturer FY	AY
81,000-81,999	2			1								
80,000-80,999			1	1							1	
79,000-79,999	2		3	2	1							
78,000-78,999			3	1			1					
77,000-77,999			1									
76,000-76,999	1		1	3								
75,000-75,999	1				1							
73,000-73,999	2		1		1							
72,000-72,999	1		1	2	2							
71,000-71,999	4		1		3							
70,000-70,999				1	1							
69,000-69,999	1		1	1	1							
68,000-68,999			1	2	2							
67,000-67,999	1			3	2							
66,000-66,999	1		1	3	4							
65,000-65,999	2			2	1							
64,000-64,999		1	1	2		2						
63,000-63,999	2		2	5	3	1						
62,000-62,999			1	4	3	0						
61,000-61,999	1			1	4	1						
60,000-60,999	1			4	1	1						
59,000-59,999				5	1							
58,000-58,999	1		1	6	2	2						
57,000-57,999				6	1	1						

Amounts	Dean&Dir FY	AY	Professor FY	AY	AssocProf FY	AY	AsstProf FY	AY	Instructor FY	AY	Lecturer FY	AY
56,000-56,999			1	5	1							
55,000-55,999	2			7	2	1	4					
54,000-54,999			1	4	1	2	2					
53,000-53,999		2		4	3			1				
52,000-52,999			1	6	1	3	3					
51,000-51,999	1			3	2				1		1	
50,000-50,999				4		9	1	1				
49,000-49,999				3	1	2	2	1				
48,000-48,999			1	6	1	3			1			
47,000-47,999				1		1	1	1				1
46,000-46,999		1		5		9	3	5				
45,000-45,999					1	5	1	2		1	1	1
44,000-44,999				1	1	10	4					
43,000-43,999	1				1	14	2	4	2			
42,000-42,999					2	6	2	3			2	
41,000-41,999				1	1	8	2	5				
40,000-40,999				1		10	4	5			1	1
39,000-39,999				1	1	9		5				
38,000-38,999				2		6		12	1		1	
37,000-37,999				1		5		13				2
36,000-36,999						6		7				3
35,000-35,999				1		2	1	11	1			1
34,000-34,999	1					3		12				
33,000-33,999				2		1		10				

Amounts	Dean&Dir FY	AY	Professor FY	AY	AssocProf FY	AY	AsstProf FY	AY	Instructor FY	AY	Lecturer FY	AY
32,000-32,999							8		1			
31,000-31,999					2		7		1			
30,000-30,999					2		7		2			
29,000-29,999					1		4		1		1	
28,000-28,999			1				1	3	1		1	
27,000-27,999					1		1				1	
26,000-26,999							1				1	
25,000-25,999												
24,000-24,999							1					
19,000-19,999							1					
17,000-17,999											1	
11,000-11,999											1	

Part Ia:

This is the thirteenth year in which schools not accredited by the American Library Association (hereafter referred to as non-ALA schools) were asked to participate in this survey. (In past volumes of this report, the schools reported on in this section were referred to as ALISE associate-member schools). Questionnaires were mailed to the 13 non-ALA programs that held institutional membership in ALISE the fall of 1991. Responses were received from only 4 schools.

During the thirteen years in which the non-ALA schools have been included in this study, there has been a steady decline in the number of schools responding to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the next two years, 15 responded. In 1986 only 13 of the schools responded. Last year the number dropped to 7. In 1987-88, there was an increase to 10 responses but this is probably not significant since 2 schools had lost accreditation and one has regained it since this data was collected. The 1988-89 response was 9 schools; the 1989-90 response was 3 schools; the 1990-91 response was 4; and the 1991-92 response was 4.

It has been noted in previous editions to this part of the report that meaningful and comparable statistics are difficult to report for the non-ALA schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. However, the 1991-92 response was so limited that only limited information on non-ALA schools will be reported for this year.

All 4 schools have the title of "Chair" and are organized as departments. The 4 chairs are male; 3 hold rank of professor and one is associate. The mean salary of the 2 chairs with fiscal year appointments is \$58,808; the mean salary of the 2 chairs with academic year appointments is \$46,800.

Faculty size ranges from 2 to 8, with a mean of 5.25. The salaries are as follows:

Professor	\$49,931
Assoc. Prof.	34,850
Asst. Prof.	27,003
Instructor	25,533

Fifteen (71 percent) have earned doctorates. Nine are in education; one is in history; and 5 are in library science. Seventen (90 percent) of the faculty are tenured and have an average age of 50-54 years.

PART II

This is the thirteenth year that the survey of library and information science faculty has included data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education (ALISE). Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that respond to the ALISE questionnaire, leading to the information reported in Part II do so with the understanding that they will be identified with the information that they submit.

In past years, it is usual that fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. This year all schools responded to the general questionnaire. A total of 59 schools are identified among the ALA schools in tables in Part II.

The section that reports on non-ALA schools included data from two responding schools. The ALA schools are identified in Table I-42, so they will not be repeated here.

It is important to note that the data reported in Part II cover the year previous to the salary data reported in Part I. This means that frequently the data will not be in agreement for a given school for the two time periods. However, the data are taken from the forms as reported by the schools.

The non-ALA schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful. Also, the population of the non-ALA schools that respond to the ALISE questionnaire changes from year to year. The number that responds for the time period covered by this report was disappointingly small. For this reason, generalizations about the non-ALA schools, comparing responses from one year to another have been avoided because the comparisons are not meaningful.

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a school, the notation "not reported" is indicated. However, unless the school specifically stated on its questionnaire that there are no data to report, the absence of data is of course ambiguous. It could mean that there are no data to report for the question or it could mean that the school did not respond to the question.

Academic Calendar and Full-Time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.) These responses are reported in Tables I-41. Because of the differences in calendars, only fall term faculty data have comparative value, since this is the only term that all schools have in common regardless of type of calendar. An example will illustrate this. Some schools call it the spring term or semester; others call it winter term. Also, it appears that some schools which have two summer sessions have labeled one as spring and the other as summer.

The answers to the second question have also been included in Tables I-41 and I-42. The second question asked the schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reported here are for the academic year prior to that reported in Part I. In the following table, 59 schools reported a total of 621 faculty members for the fall 1990 semester for an average of 10.5 per school. The total reported for 1989 was 583 for an average of 9.9 per school.

Table I-41
FULL-TIME FACULTY IN 59 ALA SCHOOLS

SCHOOL	Acad. Cal.	Fall	Winter	Spring	Summer
Alabama	Sem.	13		13	5
Albany	Sem.	13		12	5.5
Alberta	Sem.	8	8	8	9
Arizona	Sem.	9		9	
Brigham Young	Trimes.	7	7	3	5
British Columbia	Sem.	12	12	12	12
Buffalo	Sem.	9		8	3
Cal-Berkeley	Sem	14		14	
Cal-L.A.	Quarter	12	14	14	
Catholic	Sem.	8		8	3
Clarion	Sem.	7	7	7	6
Clark Atlanta	Sem.	4		4	4

SCHOOL	Acad. Cal.	Fall	Winter	Spring	Summer
Columbia	Sem.	13		13	
Dalhousie	Sem.	5	5		
Drexel	Quarter	17	16	16	6
Emporia	Sem.	11		11	11
Florida St.	Sem.	13		13	11
Hawaii	Sem.	7		7	3
Illinois	Sem.	11		12	4
Indiana	Sem.	15		14	9
Iowa	Sem.	7		7	5
Kent State	Sem.	12		12	6
Kentucky	Sem.	11		11	11
Louisiana St.	Sem.	9		9	7
Maryland	Sem.	14		14	10
McGill	Sem.	8	8		1
Michigan	Trimes.	10	12	4	4
Missouri	Sem.	10		10	5
Montreal	Sem.	12	12		
NC Chapel Hill	Sem.	14		14	3
NC Central	Sem.	9		9	2
NC Greensboro	Sem.	7		7	7
North Texas	Sem.	13		12	10
Northern IL	Sem.	6		6	4
Oklahoma	Sem.	9		9	6
Pittsburgh	Trimes.	16 (LS) 19 (IS)		16 (LS) 19 (IS)	12 (IS) 12 (LS)
Pratt	Sem.	5		5	3
Puerto Rico	Sem.	7	8		2
Queens	Sem.	6		6	1
Rhode Island	Sem.	8		8	8

SCHOOL	Acad. Cal.	Fall	Winter	Spring	Summer
Rosary	Sem.	9		9	7
Rutgers	Sem.	17		16	
St. John's	Sem.	6		6	3
San Jose	Sem.	9		9	
Simmons	Sem.	13		13	12
S. Carolina	Sem.	9		10	9
S. Florida	Sem.	7		7	7
Southern Conn.	Sem.	8		8	6
Southern Miss.	Sem.	7		7	6
Syracuse	Sem.	17		17	
Tennessee	Sem.	9		9	5
Texas	Sem.	12		13	11
Texas Woman's	Sem.	10		8	7
Toronto	Sem.	15		15	
Washington	Quarter	10	10	10	2
Wayne State	Sem.	8	9	9	1
Western Ontario	Trimes.	15	15	15	
Wisc. Madison	Sem.	12		12	6
Wisc. Milwaukee	Sem	8		8	

Table I-42
FULL-TIME FACULTY IN 2 NON-ALA SCHOOLS, 1990-91

School	Acad. Calen.	Fall	Winter	Spring	Summer
East Carolina	Sem.	8	8		5
Mankato	Quarter	4	4	4	4

Table I-43
Part-Time Faculty in 59 ALA Schools, 1990-91

School	Fall No.	FTE	Wint No.	er FTE	Spri No.	ng FTE	Summ No.	er FTE
Alabama	4	1.0			6	1.6	11	8.0
Albany	1	.2			4	.8	3	2.5
Alberta	2	.33	5	1.17	2	.33	1	.17
Arizona	1	.25			1	.25		
Brigham Young	2	1.0	2	1.0	1	.5	1	.5
Brit. Col.	6	1.5	6	1.5	2	.5	2	.5
Buffalo	6	1.5			5	1.5	5	2.5
Cal. Berkley	12	1.97			10	1.67		
Cal. L.A.	14	1.6	13	1.49	16	1.71	4	.34
Catholic	18	3.6			15	3.0	16	3.2
Clarion	5	1.5					4	2.0
Clark Atlanta	5	1.99			5	2.33	5	1.89
Columbia	15	6.4			15	5.6	8	
Dalhousie	3	.4	4	.7	1	.2		
Drexel	8	2.5	13	4.33	10	2.66	12	3.16
Emporia	10	1.1			7	.77	6	.66
Florida St.	0	0			0	0	0	0
Hawaii	6	1.5			6	1.5	4	1.0
Illinois	7	1.75			5	1.25	7	1.75
Indiana	19	4.8			16	4.0	18	4.5
Iowa	2	1.25			3	1.75	1	.50
Kent St.	8	1.53			12	2.06	29	4.20
Kentucky	8	4.0			12	6.0	14	7.0
LSU	2	.45			2	.45	3	1.2
Maryland	10	2.0			5	1.0	7	3.5
McGill	3	.75	5	1.25	2	.5		
Michigan	9	2.25	5	1.50	5	2.5	7	3.5

School	Fall No.	FTE	Wint No.	er FTE	Spri No.	ng FTE	Summ No.	er FTE
Missouri	4	.2			5	.25		
Montreal	17	4.2	14	2.5				
NC Chap. Hill	4	1.0			7	1.75	6	3.0
NC Central	2	.67			3	1.0	6	3.0
NC Greensboro	3	.99			3	.99	10	3.96
N. Texas	12	3.0			14	4.0	6	3.0
N. Illinois	2	.67			1	.33	2	.67
Oklahoma	2	.4			2	.50	3	.60
Pittsburgh	9-IS 3-LS	2.25 .75			7 2	1.75 .50	7 9	1.75 2.25
Pratt	4	1.3			5	1.7	3	1.0
Puerto Rico	7	1.0			8	1.0	2	.5
Queens	4	1.33			10	3.33	2	1.33
Rhode Island	5	1.66			6	2.0	2	.66
Rosary	6	1.0			15	2.5	11	2.0
Rutgers	10	2.5			10	2.5		
St. John's	3	.5			6	.833	3	.5
San Jose	35	7.0			35	7.0		
Simmons	7	.33			12	.33		
S. Carolina	8	1.6			7	1.4	7	1.4
S. Florida	3	1.0	5	1.6	6	2.33	2	1.0
S. Conn.	5	1.66			2	.66	2	.66
S. Miss.	5	2.5			1	.67	4	2.0
Syracuse	10	2.5			10	2.5		
Tennessee	2	.4			5	1.2	1	.2
Texas	15	5.5			9	3.5	10	3.3
Tex. Woman's	3	1.0			10	4.0	13	3.3
Toronto	9	2.25			9	2.25	2	2.5
Washington	2	.66	2	.66	2	.66	4	2.0

School	Fall No.	FTE	Wint No.	er FTE	Spri No.	ng FTE	Summ No.	er FTE
Wayne St.	6	2.66	18	6.66	9	3.66	4	1.33
W. Ontario	7	2.3	6	2.0	6	2.3		
Wisc. Madison	3	1.05			2	.7	4	2.0
Wisc. Mil.	6	3.66			7	5.34	17	6.0

An analysis of information provided on formulas for computing full-time equivalence (FTE) shows the following teaching loads in ALA programs.

Six

Cal.-Berkeley
 *Cal.-L.A.
 Clarion
 Clark Atlanta
 Drexel
 Emporia
 NC-Central
 NC-Greensboro
 Northern Illinois
 Pratt
 Queens (CUNY)
 Rhode Island
 Rosary
 St. Johns
 San Jose
 Simmons
 South Florida
 S./ Connecticut
 S. Mississippi
 Texas
 Tex. Womans
 Washington
 Wayne State
 Wisc. Madison
 Wisc. Milwaukee

Five

Alabama
 Albany (SUNY)
 Catholic
 Columbia
 Dalhousie
 Kent
 Maryland
 Oklahoma
 South Carolina
 Tennessee

Four

Alberta
 Arizona
 Brigham Young
 Brit. Columbia
 Buffalo (SUNY)
 Florida State
 Hawaii
 Illinois
 Indiana
 Iowa
 Kentucky
 Louisiana State
 McGill
 Michigan
 Missouri
 Montreal
 NC-Chapel Hill
 North Texas
 Pittsburgh
 Puerto Rico
 Rutgers
 Syracuse
 Toronto

*Lecturer series teaches 9 courses/classes per term.

Table I-44
PART-TIME FACULTY IN 2 NON-ALA SCHOOLS, 1990-91

School	Fall No.	FTE	Wint No	er FTE	Spri No.	ng FTE	Summ No.	er FTE
E. Carolina	7	4.2			5	3.1	1	.33
Mankato	10	.2	10	.2	10	.2	10	.2

Formula for Computing FTE

E. Carolina "1 FTE = 12 semester hours"
Mankato "3 cr course = 1/4 load"

Salary Improvement

The fourth question on the faculty section of the ALISE questionnaire asked for the average percentage of salary improvement for full-time faculty in 1990-91. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The responses to these questions have been tabulated in Tables I-45 and I-46 respectively.

Among the ALA schools that provided data on the percentage of salary improvement, the improvement ranged from a low of 1.0 to a high of 10.0 percent. Two schools reported zero increases. Seven schools reported salary increases less than 3 percent. Thirty (54.5 percent) of the reporting schools report salary increases in the 4 to 6 percent range, the 4 to 5 percent being the largest category of increase percentages. Three schools reported a 10 percent increase. The two responding non-ALA schools reported an average salary increase of 5.5 percent.

Table I-45:
**AVERAGE PERCENTAGE OF AND BASIS FOR SALARY IMPROVEMENT FOR
FULL-TIME FACULTY IN ALA SCHOOLS IN 1990-91**

School	% of Improv	Basis for Improvement
Alabama	8.5	Merit
Albany	5.9	Union contract, merit
Alberta	6	Merit, cost-of-living
Arizona	4.5	Merit, Cost-of-living, to achieve equity
Brigham Young		Merit

School	% of Improv	Basis for Improvement
British Columbia	4.0	Merit, seniority, across the board
Buffalo	1.0	Union contract
Cal. Berkeley	5	Merit, cost-of-living
Cal. L.A.	0	
Catholic	6.0	Merit, across the board
Clarion	6.5	Union contract
Clark Atlanta	4	Merit
Columbia	5	Merit
Dalhousie	2.0	Union contract, cost-of-living
Drexel	4.8	Merit
Emporia	2.2	Merit
Florida St.	5	Merit, across the board, discretionary, union contract
Hawaii	6-9	Union contract, seniority
Illinois	1.6	Merit, to achieve equity
Indiana	5.0	Merit, cost-of-living
Iowa	5.3	Merit, to achieve equity
Kent State	8.1	Union contract, merit, to achieve equity
Kentucky	10	Merit, other market factors
Louisiana	4.0	Merit, to achieve equity
Maryland	5.25	Merit
McGill	6.3	Merit, cost-of-living
Michigan	3.58	Merit
Missouri	3.7	Merit
Montreal	5.0	Union contract, cost-of-living
NC Chapel Hill	10	Merit, to achieve equity
NC Central	5.7	Merit
NC Greensboro	NR	
North Texas	8.3	Merit, to achieve equity

School	% of Improv	Basis for Improvement
N. Illinois	2.0	To achieve equity
Oklahoma	4.6	Merit
Pittsburgh	7.5	Merit, to achieve equity, promotion
Pratt	5.0	Union contract
Puerto Rico	NR	
Queens	NR	Cost-of-living
Rhode Island	4.5	Union contract, to achieve equity
Rosary	3.0	Across the board
Rutgers	4.5	Union contract, merit, across the board, to achieve equity, seniority
St. John's	6.8	Union contract, merit
San Jose	4.9	Across the board
Simmons	5.0	Merit, cost-of-living
S. Carolina	4.54	Merit
S. Florida	NR	Union contract, merit, across the board, to achieve equity
Southern Conn.	8.0	Union contract
Southern Miss.	0	
Syracuse	7.0	Merit, to achieve equity
Tennessee	4.0	Cost-of-living, to achieve equity
Texas	2.0	Merit
Texas Woman's	5.0	Merit
Toronto	7.0	Merit, seniority
Washington	2.9	Merit, across the board
Wayne State	5.54	Union contract, merit, across the board
Western Ontario	8	Merit, across the board
Wisc. Madison	3.88	Merit
Wisc, Milwaukee	2.5	Merit, to achieve equity

Table I-46
AVERAGE PERCENTAGE OF AND BASIS FOR SALARY IMPROVEMENT FOR
FULL-TIME FACULTY IN 2 NON-ALA SCHOOLS IN 1990-91

School	% of Improv	Basis for Improvement
E. Carolina	6	Merit
Mankato	5	Union contract

Faculty Replacements

The reports of previous years note that it is common to replace senior faculty members who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This practice has been followed for many years, but as funding becomes more limited, there is a stronger motivation for its continuation. Question 6 on the questionnaire was designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of question 6 which asked how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1990-91. Schools were also asked to indicate the rank of the individual(s) who was/were replaced and the rank of the replacement(s). In 1990-91 a total of 25 faculty replacements were made of which 14 were at a lower rank; 8 at the same rank; and 3 at higher ranks.

Table I-47
FACULTY REPLACEMENT APPOINTMENTS MADE AMONG
ALA SCHOOLS IN 1990-91

School	Replacement Data
Alberta	One professor replaced by one assistant
Buffalo	One associate replaced by one assistant
Cal.-L.A.	One professor replaced by one assistant
Columbia	One associate replaced by one professor
Emporia	One associate replaced by one assistant
Iowa	One assistant replaced by one assistant
Kent State	One assistant replaced by one associate
Louisiana State	One assistant replaced by one instructor
Michigan	One professor replaced by one assistant

School	Replacement Data
Missouri	One associate replaced by one instructor One assistant replaced by one instructor
Montreal	One associate replaced by one assistant
North Texas	One associate replaced by one assistant
Northern Illinois	One assistant replaced by one assistant
Puerto Rico	One professor replaced by one professor
Rutgers	One professor replaced by one professor
South Carolina	One assistant replaced by one instructor
Southern Conn.	Two associates replaced by two assistants
Syracuse	One assistant replaced by one assistant One assistant replaced by one associate
Wayne State	One assistant replaced by one assistant
Western Ontario	One assistant replaced by one assistant
Wisc. Milwaukee	One assistant replaced by one assistant One professor replaced by one assistant

Unfilled Faculty Positions

The seventh question on the questionnaire asks schools to indicate if there were unfilled, full-time positions, for which funding was available, during 1990-91. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 33 unfilled full-time faculty positions are reported for 26 ALA schools for 1990-91. The explanations for these vacancies have been given from the data reported by the schools to indicate the reasons the positions are vacant. Last year's report indicated that there were 34.5 vacancies despite the availability of funding for the positions. The previous year there were 35 vacancies. Data suggest decreasing numbers of vacancies ending the prior 3-year trend toward a leveling in the number of unfilled positions. The explanations provided by the schools indicate that more unfilled openings are, as in the past, at the rank of assistant professor. However, a wide distribution

of vacancies among the ranks was reported: assistant (17), associate (2), professor (7) (including one Dean), and undesignated (7). Also, as in the past, the reasons for unfilled positions vary a great deal. However, the majority of the schools reporting unfilled positions indicate a somewhat even distribution among three reasons: budget constraints, including freezes or lack of sufficient salaries to adequately fund positions; lack of success in getting appropriate candidates; or that searches were in progress or completed. A few schools chose to use vacant position salaries for alternative uses, either for part-time faculty or equipment upgrade. Finally, in a few schools, unrelated, local conditions are clearly reflected.

Table I-47a
UNFILLED, FUNDED, FULL-TIME FACULTY POSITIONS
AMONG ALA SCHOOLS IN 1990-91

School	No.	Reasons position was not filled
Alabama	1	Professor - Position held vacant for three years. Funds to be used for upgrading school's equipment and providing research grants.
Buffalo	1	NR Resignation mid-year
Cal. Berkeley	1	Dean - Search delayed by school and program review.
Cal. L.A.	3	NR "Hiring limited by university; no suitable match"
Clark Atlanta	1	Assistant - Unable to attract qualified candidate because of salary level required.
Illinois	3	Assistant - No suitable candidates
Indiana	2	NR Search extended to 1992 appointment.
Kent State	1	Asst/Assoc. - Search did not result in suitable candidate.
Louisiana State	1	Associate - Position vacancy too late for recruitment.
Maryland	1	Professor - Funds used for part-time faculty.
NC Chapel Hill	1	Assistant - position filled for 91/92
NC Central	1	Assistant - Hired part-time faculty.

School	No.	Reasons position was not filled
North Texas	1	Associate - No qualified applicant found.
Queens	1	Assistant - University hiring freeze.
Rutgers	1	Assistant - Insufficient salary amount for quality candidate and funds used for part-time faculty.
Simmons	1	Assistant - Candidate hired to begin Jan. 1992.
South Carolina	1	Assistant - Search in progress.
South Florida	1	Professor - Funds unavailable.
Syracuse	1	NR - No suitable candidate.
Texas	1 1	Professor - Not sufficiently funded. Assistant - Filled for 1991-92
Texas Woman's	1	Professor - Mid-year resignation resulted in appointment of adjunct.
Toronto	1	Assistant - No suitable candidate.
Wayne State	1	Professor - Appointment made for 91/92.
Western Ontario	1 2	Assistant - Appointment made. Assistant - Left unfilled to meet budget constraints.
Wisc. Milwaukee	1	Assistant - Unsuccessful search.

Positions Lost

Question 7 on the questionnaire seeks to identify full-time faculty positions that were temporarily unfilled in 1990-1991, but for which funding has been available. However, question 8 asked the schools to indicate whether faculty positions had actually been lost in 1990-91. This includes those instances where replacements could not be appointed either because faculty positions assigned to the school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Only two schools reported a loss of 2 positions. This number is down from the levels of the last 3 years. It represents a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is also down from 1983-84 when 8 schools reported a loss of 7.5 positions. Thus the trend

trend apparent in previous years has slowed dramatically. Of the 2 non-ALA schools responding, neither reported the loss of faculty positions.

Table I-47b
FULL-TIME FACULTY POSITIONS LOST IN 1990-91 AMONG ALA SCHOOLS

Schools	Positions Lost
Albany	One professor
Southern Miss.	One assistant professor

New Faculty Positions

Question 9 on the questionnaire asked schools whether additional (new) faculty positions, with new funding, had been created in the schools in 1990-91. As shown in Table I-47c, 13 schools reported a total of 16 (15.5 FTE) new positions, 11 more than were lost by the 2 schools noted in the previous table. Last year 12 schools reported 16 new positions and the previous year 10 schools reported 13 new positions. Thus, 1990-91 new positions is similar in number to those of the previous few years. No new positions were reported among non-ALA schools.

Table I-47c
NEW FULL-TIME FACULTY POSITIONS CREATED AND FUNDED
IN 1990-91 AMONG ALA SCHOOLS

Schools	Positions created and funded
British Col.	One assistant professor
Clarion	One assistant professor
Columbia	Two assistant professor and one associate professor
Drexel	One visiting professor
Emporia	One assistant professor
Indiana	One professor
Missouri	One instructor
NC Greensboro	One assistant professor
North Texas	One associate professor
Pittsburgh	One-half associate professor
San Jose	NR

Schools	Positions created and funded
Texas	One professor
Wayne State	One assistant, two lecturers

Fringe Benefits

This is the thirteenth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e., the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by the deans and directors results from differing methods of computing this percentage.

Table I-48
PERCENTAGE VALUE IN RELATIONSHIP TO FACULTY SALARIES OF
FRINGE BENEFITS AMONG ALA SCHOOLS, 1986-87-1990-91

School	1986-87	1987-88	1988-89	1989-90	1990-91
Alabama	28	28	28.5	28.5	28.5
Albany	19.62	25.91	26.16	26.23	26.16
Alberta	15.7	17.3	16.6	12.0	12
Arizona	17.4	16	18.3	18.3	19.1
Brig. Young	25	26	26	30	30
Brit. Col.	13	13	13	13	13
Buffalo	32	31	31	27	27
Cal.Berk.	29	30	21	22	23
Cal.L.S.	27	26	27	21	23
Catholic	14	20	20	18.37	18.38
Clarion	28	26	28	34	36
Clark Atlan	13.2	13.2	NR	25	NR
Columbia	NR	27	27	27	27
Dalhousie	10	10	10	10	10

School	1986-87	1987-88	1988-89	1989-90	1990-91
Drexel	21	21	21	21.3	21.3
Emporia	16.45+ \$8,064	17.07+ \$1,097	18.15 \$1,097	25.6	18.75 health
Florida St.	89.59	96.19	22.19		24.15
Hawaii	NR	22	0	32	28-32
Illinois	13.6	13.6	13.6	17.73	20.94
Indiana	29.7	29.7	34	14	14
Iowa	23	24.5- 25.5	24.5- 25.5	23	23
Kent State	22	23	23	22	22
Kentucky	15	15	15	15	17
L.S.U.	20.5	20.5	21.5	21.5	21.5
Maryland	30+hosp	45	32+hosp	40	46
McGill	18.5	18.5	18.5	19.5	19.5
Michigan	22	22	22	22	22
Missouri	25	25	25	25	25
Montreal	14	14	14	NR	23
NC Chap H.	19.6	19.6	19.6	19.6	19.91
NC Central	NR	25	25	25	25
NC Greensb.	22	22	35	19.39	19.39
N. Texas	23	20+ \$1,380	20+ \$1,380	20+ 150/mo	23+ 150/mo
N. Ill.	14	14	NR	NR	NR
Oklahoma	22	22	24	24	24
Pittsburgh	26	27	28	28	31.9
Pratt	29	29	29	29	29
Puerto Rico			8	8	13+ health
Queens	25	25	25	25	25
Rhode Is.		22	27	27	27
Rosary	21	21	21	25	25

School	1986-87	1987-88	1988-89	1989-90	1990-91
Rutgers	25	25	25	28	28
St. John's	25	25	28	28	25
San Jose	NR	28	NR	22.79	29
Simmons	22	22	23.7	24.35	24.35
S. Carolina	15.61+ health	15.61	23	23	23
S. Florida	20	20	20	20	28
S. Conn.	41.04	46.42	46.42	46.42	45.57
S. Miss.	27	27	27	27	27
Syracuse	26.5	29.6	27	30	30
Tennessee	30	NR	33	33	33
Texas	25	25	25	25	26.7
Texas Woman	21	21	21	21	21
Toronto	14	14	14	14	14
Washington	20	20	21	21	NR
Wayne St.		21.5	24	21.4	21.5
W. Ontario	17.1	17.1	17.3	17.5	19.5
Wisc. Mad.	22.8	23	24	24	25
Wisc. Milw.	26	24.4	24.4	24.2	24.4

Two of the non-ALA schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: East Carolina, 19.39+ \$1,295 and Mankato, 26 percent.

Professional Travel

Questions 11 and 12 of the questionnaire pertain to funding for professional travel. Question 11 asks for the number of faculty, including the dean or director, who received travel funds in 1990-91. Question 12 asks for the total amount of funding for professional travel used by the school's faculty in 1990-91, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless

of whether or not they were actually included in the school's budget.

It is apparent from Table I-49 that the amount of funding for faculty travel continues to vary greatly among schools. The differences have been noted since the survey began, and in most instances, the relationship of travel budgets of individual schools to each other has changed very little. For 1990-91, the range among ALA schools was from a low of \$00 to a high of \$78,890 (median: \$7,000). For individual faculty members, the average varied from a reported low of \$250 to a high of \$2,773. For the same period a total of 509 faculty members were reported as having received travel funds. They shared a total of \$597,128 in travel money amounting to an average of \$1,055 per person. The average per school for the 56 reporting amounts for individuals was \$10,663 in 1990-91 as compared with \$10,886 per school in 1989-90. It is difficult to know if these figures are meaningful since schools are not consistent as to whether or not data on such expenditures as recruitment, accreditation visits or visiting faculty have been excluded. The questionnaire asks that these data not be included when reporting travel for faculty, but it is likely that expenditures for these purposes may have been reported along with faculty travel. It would appear, however, from these data that expenditures for travel have been reduced.

Table I-49
SUPPORT FOR FACULTY TRAVEL IN 1990-91 FOR ALA SCHOOLS

School	# of Fac (Inc Exe Off) Rec Trav Fnd	Ave. Amt Rec/ Participating Faculty Member	Total Amt Funding Provided for Faculty Travel
Alabama	NR	NR	NR
Albany	7	\$ 441	\$ 5,317
Alberta	9	640	5,750
Arizona	9	NR	3,878
Brigham Young	6	1,781	10,686
British Col.	11	1,786	19,641
Buffalo	6	276	1,656
Cal. Berkeley	8	1,635	13,083
Cal. L.A.	6	NR	NR
Catholic	7	2,130	15,000
Clarion	8	2,773	22,191

School	# of Fac (Inc Exe Off) Rec Trav Fnd	Ave. Amt Rec/ Participating Faculty Member	Total Amt Funding Provided for Faculty Travel
Clarion	8	2,773	22,191
Clark Atlanta	1	1,300	7,000
Columbia	11	1,300	14,300
Dalhousie	6	1,310	7,800
Drexel	16	375	6,962
Emporia	13	250	3,900
Florida St.	0	0	0
Hawaii	4	1,200	4,800
Illinois	13	730	21,000
Indiana	15	400	7,500
Iowa	4	275	1,100
Kent State	12	823	9,877
Kentucky	6	1,588	9,526
Louisiana St.	10	937	9,372
Maryland	6	2,380	14,278
McGill	7	750	5,248
Michigan	16	1,350	21,597
Missouri	10	573	5,161
Montreal	7	500	6,422
NC Chapel Hill	16	1,112	17,790
NC Central	8	750	6,000
NC Greensboro	6	314	1,884
North Texas	10	1,542	15,424
Northern Ill.	5	500	4,000
Oklahoma	8	709	5,670
Pittsburgh	32	1,000	78,890
Pratt	4	1,017	4,069
Puerto Rico	6	1,779	10,676

School	# of Fac (Inc Exe Off) Rec Trav Fnd	Ave. Amt Rec/ Participating Faculty Member	Total Amt Funding Provided for Faculty Travel
Queens	3	445	1,332
Rhode Island	6	392	2,355
Rosary	9	1,100	10,000
Rutgers	12	950	11,366
St. John's	5	740	3,700
San Jose	10	915	9,155
Simmons	13	750+	20,261
S. Carolina	10	2,413	24,131
S. Florida	4	450	3,000
Southern Conn.	5	720	3,600
Southern Miss.	6	1,026	6,156
Syracuse	19	1,623	30,840
Tennessee	9	NR	1,967
Texas	9	1,132	10,190
Texas Woman's	8	605	4,840
Toronto	13	400	9,800
Washington	4	748	2,992
Wayne State	9	2,093	20,325
Western Ontario	12	636	7,629
Wisc. Madison	7	NR	4,049
Wisc. Milwaukee	7	1,492	11,932

Table I-50
SUPPORT FOR FACULTY TRAVEL IN 1990-91 FOR NON-ALA SCHOOLS

Schools	# of Fac (Inc.Exe Off) Rec Trav. Fnd	Ave. Amount Rec/ Participating Faculty Member	Total Amount Funding Provided for Faculty Travel
East Carolina	5	\$ 565	\$ 2,827
Mankato	4	550	2,200

Sabbatical Leave

The 13th question on the faculty section of the questionnaire pertains to sabbatical leaves for faculty. A total of 27 schools granted funds for sabbatical or study leaves during 1989-90, compared to 28 in 1990-91. Details are provided in Table I-51 below. None of the non-ALA schools reported sabbaticals having been awarded faculty members.

Table I-51
ALA SCHOOLS WHERE FACULTY RECEIVED SABBATICAL OR
STUDY LEAVES DURING 1990-91

Schools	# of Fac	Length of Leave	% of Salary
Alabama	1	one semester	100
Brit. Columbia	1	six months	75
Cal. Berkeley	1	one year	67
Clarion	1	one semester	100
Columbia	1	one semester	100
Dalhousie	2	six months	80, 82.5
Drexel	1	six months	50
Illinois	1	one semester	100
Indiana	1	one semester	100
	1	one semester	50
Kent	2	one semester	100
Kentucky	2	one semester	100
McGill	1	one year	100
Michigan	1	one semester	50
Montreal	1	one year	90
NC Chapel Hill	1	one semester	100
North Texas	1	one semester	100
Pittsburgh	1	half year	100
Rosary	1	one semester	100
Rutgers	1	one semester	80
St. John's	1	one year	50
San Jose	1	one semester	100

Schools	# of Fac	Length of Leave	% of Salary
Simmons	2	one semester	100
S. Carolina	1	one semester	100
Toronto	1	eight months	90
	1	six months	82.5
Washington	1	one quarter	100
Western Ontario	1	six months	100
Wisc. Madison	1	one semester	100

Support Staff

The final question in the faculty section of the ALISE questionnaire pertains to the support staff available for the schools. The question was designed to separate part-time student employees of the school from regular, non-student support staff. Under each of these categories, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library personnel; (f) Computer lab; (g) Other. The following definitions were provided for each subdivision:

By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty members in their course preparation and classroom teaching. By (c) Research support is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Librarian personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) Computer lab is meant those persons who work in a computer laboratory operated by the school. Under Other may be identified any support staff beyond those listed above.

If a full-time person divides his/her time between two or more of the above categories, that individual appears in appropriate part-time categories.

Where obvious misinterpretations have been made by the schools, the liberty of making slight adjustments in the data supplied by them has been made. These have all involved moving

fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by the ALA schools, varied from a low of 1.0 to a high of 35.5 (median: 4.33). Because of the possible variation in the interpretation of the reporting of library staff and the varying types of support staff included under "other", meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data from some of the categories as shown in the table.

Table I-54 provides similar information about part-time student support staff.

Table I-52
SUPPORT STAFF AMONG ALA SCHOOLS, 1990-91

Schools	Admin FT FTE	Instruc FT FTE	Research FT FTE	Media FT FTE	Library FT FTE	Comp Lab FT FTE	Other FT FTE	TOTAL
Alabama	1 .5	1 .3	.2					3.0
Albany	1 .6	.5						1.7
Alberta	3				.67	1		4.67
Arizona	3					1 .25		4.25
Brig.Yng.	1 1	1 1						4
Brit.Col.	2	1						3
Buffalo	1 1.5							2.5
Cal.Berk.	4	1				2 1		8
Cal. L.A.	8	1			1	1	1	12
Catholic	3	1			1			5
Clk.Atlan	2 1				1			4
Clarion	1	1						2
Columbia	5 5	4 2		1 .25	3 3	2 .75	2 2	30
Dalhousie	2 1.1					.4		3.5
Drexel	5.5 .5	1 .5		.5	2 .5	.5		11
Emporia	1							1
Flor. St.	3	1		.33		.66		5
Hawaii	2 2.5				.5			5
Illinois	3 .5	1	.5		1	1 .5		8.25
Indiana	3 .5	1 .5			1	1		7
Iowa	1	.5						1.5
Kent St.	2 1.25	1 .5				.5		5.25

Schools	Admin FT FTE	Instruc FT FTE	Research FT FTE	Media FT FTE	Library FT FTE	Comp Lab FT FTE	Other FT FTE	TOTAL
Kentucky	1.75	.25	.1	.3		.1 .5		3.0
LSU	2	1	4.75		1 1	1 1.5		12.25
Maryland	2	2		1 .5	1 .5	.5		7.5
McGill	3					1		4
Michigan	4	2 .93		.5	1 .5			8.93
Missouri	2 .75	1					.5	4.25
Montreal	4	3				1		8
NC Chp HI	4 .75	.5	.25		2	1		8.5
NC Centrl	1	1	.34		3	.5		5.84
NC Greens	1							1
N. Texas	1 .5							1.5
North.Ill		1	.66					1.66
Oklahoma	2					.5		2.5
Pittsburgh	13 .8	5(IS) 3(LS)1.4		2 .5	5 .5	5	.5	35.5
Pratt	1							1
Puerto R.	4				4 1			9
Queens	1 .5							1.5
Rhode Is.	2							2
Rosary	3 2							5.0
Rutgers	2	1	1.5	.75		.5		5.75
St. John's	1	1	1		2 1			6
San Jose	2							2
Simmons	6	1	1	1	1	1		11

School's	Admin FT FTE	Instruc FT FTE	Research FT FTE	Media FT FTE	Library FT FTE	Comp Lab FT FTE	Other FT FTE	TOTAL
S. Carol.	4					1		5
S. Florida	1 .5							1.5
South. CT	.5	.5						1
South. MS	1							1
Syracuse	3.5	4.5	.75				.25	9
Tennessee	.50	1 .5	2 1.2					4.2
Texas	4			1	1	1 1	1 1.5	10.5
Texas Wom	1							1
Toronto	6 1.5	1.5		.5	8 .8	.5		18.8
Wash'ton	3 .9		.1					4
Wayne St.	1 1	1	.33	.2	.33	.1		3.6
W. Ontario	3 2	.5	.25	1	5 .5	3 .5	2 .5	18.25
Wisc. Mad.	4 .5	1 1.2		.5	2 .66	.5		10.36
Wisc. Milw	3					1 .33		4.33

Table I-53
SUPPORT STAFF AMONG NON-ALA SCHOOLS, 1989-99

School	Admin FT FTE	Instruc FT FTE	Research FT FTE	Media FT FTE	Library FT FTE	Comp Lab FT FTE	Other FT FTE	TOTAL
E.Carol.	1	.5						1.5
Mankato	.5	.5						1

Table I-54
USE OF STUDENTS AS PART-TIME STAFF AMONG ALA SCHOOLS, 1990-91

Schools	Admin. Support FTE of Parttime	Instruc. Support FTE of Parttime	Research Assist. FTE of Parttime	Media Services FTE of Parttime	Library Person. FTE of Parttime	Comp Lab Support FTE of Parttime	Other FTE of Part- time	TOTAL
Alabama	.25	.5	1.50	.5	2.5	1.0	1.0	7.25
Albany	1.0	3.25	.12	.62		.62	.75	6.31
Alberta			2.0		.4	.1		2.5
Arizona	1.0	.5						1.5
Brig.Yng			1.0					1.0
Brit.Col.					.12	.3		.15
Buffalo	.50	.50	.25	1		1		3.25
Cal. Berk.	.5	.3	1.64			.34		5.48
Cal. L.A.		.75			.51			1.26
Catholic	.5		1		2	.5	1.2	5.2
Clarion	1	1	2			1		6
Clk.Atlan			4		11	2		17
Columbia								0
Dalhousie								0
Drexel	1.5	3	1	1.5		1.5		8.5

Schools	Admin. Support FTE of Parttime	Instruc. Support FTE of Parttime	Research Assist. FTE of Parttime	Media Services FTE of Parttime	Library Person. FTE of Parttime	Comp Lab Support FTE of Parttime	Other FTE of Part- time	TOTAL
Emporia	1.5	2.5	.5		1.5	1.5		7.5
Flor. St.	2.53	.4	7	.98	9.75	2.88	10.49	27.06
Hawaii	1					2		3
Illinois	.5	1.17	4.50		1.5	1.5	1.33	10.5
Indiana	.25	2.5	2		1.25	.5		6.5
Iowa		.75	.75			.25		1.75
Kent St.	.87		2.13			1		4
Kentucky	.1	.1	.1			.3		.6
LSU	.25							.25
Maryland	2	2	2.5	2	6	3		17.5
McGill		2				.5		2.5
Michigan	.37	1.28	1.70		1.17	1.32		5.84
Missouri								0
Montreal		1.5	4			1		6.5
NC Chap HI	.75	3.75	1		2.5	2.25		10.25
NC Central					.5			.5
NC Greens		2	.5					2.5
N. Texas		1.5				1		2.5
North. IL			3					3
Oklahoma	.5	2.25	2.0			1		4.75
Pittsburgh	1	30	4		4	3.5		42.5
Pratt	1.8	1	1			1		4.8
Puerto R.			.5			.5		1

Schools	Admin. Support FTE of Parttime	Instruc. Support FTE of Parttime	Research Assist. FTE of Parttime	Media Services FTE of Parttime	Library Person. FTE of Parttime	Comp Lab Support FTE of Parttime	Other FTE of Part- time	TOTAL
Queens	.25							.25
Rhode IS.		1.5	.5					2
Rosary	1	1	1			1.5		4.5
Rutgers	1	.5	1.5			1		4
St. John's	.375	1.725				.525		2.625
San Jose		.25						.25
Simmons	.5	1	3		2	1		7.5
S Carolina	1.25	2.5		.5		1	1.5	6.75
S Florida		1	.5		.5			2
S Conn.	1	1	1	1		1		5
S Miss.			4	.5		2.5		7
Syracuse	2.5	5.25	.5			.5	.5	9.25
Tennessee	.31	1.06	1.06			.25		2.64
Texas	2	6.2	4	.5	.5	7.71		20.91
Tex. Roman		1	.5		3	.75		5.25
Toronto	.20	1	.3	.01	2.05	1.0		4.76
Washington		.5	.5			3		4
Wayne St.	.5	2	1			1		3
W. Ontario			1	.25	2.5	.5	.25	4.5
Wisc. Mad.	.5	1	1	.5	3	.5		6.9
Wisc. Milw.	2.33		.66			.33		2.66

Table I-55
USE OF STUDENTS AS PART TIME STAFF AMONG NON-ALA SCHOOLS, 1990-91

Schools	Admin. Support FTE of Parttime	Instruc. Support FTE of Parttime	Research Asst. FTE of Parttime	Media Services FTE of Parttime	Library Person. FTE of Parttime	Complab Support FTE of Parttime	Other FTE of Part- time	TOTAL
E. Carolina	.1	.2						.3
Mankato								0

STUDENTS

by

Danny P. Wallace

THE NATURE OF THE DATA

The second part of the ALISE questionnaire asks for information regarding student enrollment, degrees awarded, financial aid, and tuition and fees. Representatives of responding schools were requested to complete tables for the following data:

Table II-1. Enrollment by Program and Sex

Enrollment figures were requested for the Fall term of 1991, for each of six program levels: ALA-Accredited Master's, Other Master's, Post-Master's Doctoral, Other Graduate Students, and Undergraduate Students. Respondents were directed to provide separate information for full-time and part-time men and women, as well as totals. For part-time students, FTE (Full Time Equivalent) figures were requested. The directions called for the respondent to use the institution's method for computation of FTE or, if no such method existed, to use a formula provided on the questionnaire. Students carrying an overload were to be counted as 1.00 FTE, regardless of the number of hours actually carried. Both on-campus and off-campus students were to be included, but a separate line asked for the FTE for off-campus students. Table II-1-a asked for information on Undergraduate Library Science Majors. Neither off-campus FTE nor Undergraduate Library Science Majors are analyzed in this report.

Table II-2. Number of Classes by Number of Students Enrolled.

Respondents were asked to provide the numbers of students enrolled in sections by size of section, in increments of five students. Individual studies and reading courses were not to be included in the count; a separate line asked for the number of students enrolled in such courses (analysis of individual studies and reading courses is not provided in this report). Respondents were asked to provide comments for courses with enrollments above fifty students.

Table II-3. Degrees and Certificates Awarded by Sex and Ethnic Origin.

In this section, respondents were asked to enter the numbers of degrees and certificates awarded during 1990-91, including summer sessions, in five categories: Bachelor's, ALA-Accredited Master's, Other Master's, Post-Master's, and Doctoral. Information on ethnic origin was requested in conformance with five categories defined by the U. S. Department of Labor: AI (American Indian or Alaskan Native), AP (Asian or Pacific Islander), B (Black, not of Hispanic Origin), H (Hispanic) and W (White, not of Hispanic origin). Two additional categories used were I (International students) and NA (Students for whom ethnic information was not available). Respondents for Canadian schools were required to provide totals, but were instructed to provide breakdowns only if they chose to do so.

Table II-4. Enrollment by Sex and Ethnic Origin.

Enrollment figures for the Fall of 1991 were requested separately for men and women, divided according to the program levels used for Table II-1 and the ethnic origin classification used for Table II-3.

Table II-5. Number of In-State or In-Province and Number of Out-of-State or Out-of-Province Students Enrolled, Including Foreign Students.

Enrollment figures were requested for the Fall of 1991, using the program levels defined in the instructions for Table II-1.

Table II-6. Foreign Students Enrolled by Program Level and Sex.

Information was requested for men, women and total foreign student enrollment, using the program levels from Table II-1.

Table II-7. Foreign Students Enrolled by Country of Origin and Program Level.

Respondents were instructed to provide Fall 1991 enrollment information on the numbers of foreign students, by country of origin, for each of the six program levels defined in Table-1.

Table II-8. Students Enrolled by Age and Sex.

This table called for the Fall 1991 enrollment figures of students in seven age ranges, with increments of five years per range plus a range for greater than 55, divided according to the program levels of Table II-1.

Table II-11. Scholarship and Fellowship Aid.

Fiscal year 1990-91 data for the numbers and amounts of scholarship or other non-work-related financial aid were requested for each of the six program levels. Data were requested separately for men and women. Respondents were directed to include awards directly administered by the school, whether funds were from the school, the parent institution, federal funds or nonfederal external sources, but to exclude awards made directly to the student.

Table II-12. Assistantships.

Fall 1991 data were requested for assistantships awarded to men and women, using the program level definitions of Table II-1.

Table II-13. Tuition and Fees.

Figures representative of the Fall of 1991 were requested for the total cost of a degree obtained without transfer credit and for the cost of tuition only for one credit. Data were requested separately for in-state and out-of-state students in each of the six program levels from Table II-1.

PRESENTATION OF THE DATA

The eleven tables of data requested from the schools were used to generate the 172 tables that make up the bulk of this chapter. 128 tables containing data are presented. No data were reported for the remaining tables; tables for which no data were reported are identified as such. All reported data were included for each table. In some tables, lines that would have contained only zeros were deleted to save space and improve clarity.

Efforts were made to correct obvious errors, such as data conspicuously recorded on the wrong line of a table. In some cases, respondents were contacted by telephone to provide clarification. In others, errors were recognized at the schools prior to completion of the report, and were forwarded to the editor of the "Students" chapter. It cannot be anticipated that all errors contained in the questionnaires were successfully identified and corrected.

Sums were calculated for all column totals, regardless of the totals provided by the schools. Some discrepancies in totals are noted with the tables. Means, when presented, are simple

arithmetic means calculated by dividing the total by the number of schools represented.

Following the tables is a section of notes derived from the schools' questionnaires. In many cases, the notes are essential to accurate interpretation of the tables, particularly since some schools provided totals but not breakdowns for some tables and others deliberately employed definitions other than those provided in the tables.

Fifty-nine schools with master's programs accredited by the American Library Association and three without such programs responded to the questionnaire. The only data universally provided are those requested in Table II-1. The availability of other data varies according to the nature of the information and the ability of the schools to provide it. Recognition of this variation in the comprehensiveness of the data is essential to the interpretation and use of the tables.

OVERVIEW OF KEY INDICATORS

A complete explication of the data provided in this chapter's 128 tables is beyond the scope of this report. In many instances, the tables speak for themselves; in other cases, the data do not lend themselves to complete analysis without further input from the schools they represent. Three sets of data identified by the editor of this chapter as being most representative of the major efforts of a majority of schools were selected as key indicators for the ALA-accredited schools. These are 1) Fall 1991 total enrollment for the ALA-accredited master's, post-master's and doctoral programs, 2) 1990-91 ALA-accredited master's, post-master's and doctoral degrees and certificates awarded, and 3) the balance of in-state and out-of-state students in the ALA-accredited master's, post-master's and doctoral programs. Analysis of key indicators was not provided for the non-accredited schools, since only three such schools provided data.

This discussion of key indicators is intended to provide some meaningful comparison of data from the 1991 and 1992 student data compilations. Care must be taken in making such comparisons for at least two reasons. The first is that the set of schools reporting is not constant across the two reporting years, and the range of information reported by the schools is also inconsistent. The second is that enrollment and graduation rates necessarily fluctuate for a number of societal, institutional, economic, political and other reasons that tend to follow cycles longer than the two years represented here. For a longitudinal overview of enrollment and graduation data, the reader is encouraged to read Timothy W. Sineath's "Summary and Comparative Analysis" chapter in the 1991 Library and Information Science Education Statistical Report.

Master's, Post-Master's and Doctoral Student Enrollment

The common denominator of the schools reporting data for the annual ALISE statistical report is the ALA-accredited master's degree. Total Fall 1991 enrollment in ALA-accredited master's programs ranged from sixty-six to 454 students, for a total of 12,052 students among the fifty-nine schools reporting (Table II-1-c-(1)c). Mean enrollment was 204.27. Thirty-eight schools (67 percent) showed an enrollment increase compared to Fall 1990. Comparative data were not available for two schools. The mean net percentage increase for the remaining fifty-seven schools was 5.4 percent. FTE ranged from 50.89 to 324, with a total of 7,960.45 and a mean of 134.92. Thirty-five out of fifty-seven schools (61 percent) showed an increase in FTE from Fall 1990 to Fall 1991. The mean net percentage increase in FTE was 6.6. This conforms well with the general growth trend shown in the "Summary and Comparative Analysis" chapter of the 1991 Report.

Thirty-five schools reported Fall 1991 enrollment figures for post-master's students (Table II-1-c-(3)c). Enrollment in post-master's programs has tended to be erratic in past years, and the overall numbers tend to be small, especially when compared to ALA-accredited master's enrollment. Extra care should be taken in comparing one year's enrollment to the next. Enrollment for Fall 1991 ranged from one to 119 students, with a total of 305 and a mean of 8.71. Comparative figures from the Fall of 1990 were available for twenty-nine schools. Only eleven (38 percent) reported increases. The mean net percentage change was a 30% decrease. Figures for FTE ranged from 0.33 to 16.95, for a total of 106.47 and a mean of 3.04. Ten out of twenty-nine schools (34 percent) showed an increase from Fall 1990. The mean net percentage change in FTE was a 34 percent decrease.

Fall 1991 doctoral student enrollment was reported by twenty-five schools (Table II-1-c-(4)c). The same caveats suggested for interpretation of short-term changes in post-master's enrollment should be applied when interpreting doctoral enrollment. Enrollment ranged from one to ninety-one students, for a total of 603 and a mean of 24.12. Comparative data from Fall 1990 were available for twenty schools. Twelve out of twenty (60 percent) reported increases. The mean net percentage increase was 13.7. FTE ranged from 0.83 to 69.00, with a total of 402.89 and a mean of 16.12. Eleven of the twenty schools for which comparative data were available reported increases, for a mean net percentage increase in FTE of 23.85.

Master's, Post-Master's and Doctoral Degrees and Certificates

4,699 ALA-accredited Master's degrees were awarded during 1990-91 (Table II-3-(a)). Degrees awarded by the schools ranged from twenty-four to 181 (Tables II-3-(c)-2a and II-3-(c)-2b), with a mean of 79.64. Comparative data from 1989-90 were available for

fifty-five schools, of which thirty-five (64 percent) showed increases. The mean net percentage increase for the fifty-five schools was 1.35.

Fifty-four post-master's degrees or certificates were awarded by sixteen schools during 1990-91 (Table II-3-(a)). The number awarded ranged from one to thirteen, with a mean of 3.38. 1989-90 data were available for fourteen schools, only six of which (43 percent) showed increases in the number of post-master's degrees or certificates awarded. The mean net percentage change was a decrease of 5.43.

Fourteen schools awarded a total of sixty-five doctoral degrees in 1990-91. The number of doctorates awarded ranged from one to nine, with a mean of 3.86. Comparative data from 1989-90 were available for twelve schools. Eight of the twelve (67 percent) awarded more doctoral degrees in 1990-91 than in 1989-90. Several of the increases were substantial; the mean net percentage increase was 137.17.

Out-of-State Students in ALA-Accredited Master's, Post-Master's and Doctoral Programs

Fifty-one schools reported data on the balance of in-state and out-of-state students enrolled in ALA-accredited master's programs during the Fall of 1991 (Table II-5-c-2). Of 10,008 students for whom data were reported, 2,001 (20 percent) were out-of-state students. This represents an overall decline of 6 percent from the data reported for the Fall of 1990. The percentage of out-of-state students reported for Fall 1991 ranged from zero to forty-nine, with a mean of 12.20 percent. Comparative data from 1990 were available for forty-four schools; of these, twenty-three (52 percent) showed increases in the percentage of out-of-state student. The mean net percentage difference, however, was a slight decrease of 1.20.

Data on the percentage of out-of-state students were available for twenty-nine schools with post-master's students (Table II-5-c-4). Nineteen out of 150 such students (13 percent) were categorized as out-of-state. This is a four percent decrease from Fall 1990. Seventeen out of twenty-nine schools (59 percent) reported no out-of-state post-master's students in the Fall of 1991. The range of percentages ran from zero to one hundred, with a mean of 20.86 percent. Six of twenty-five schools for which data were available for both years (24 percent) showed an increase in the percentage of out-of-state students. More than half the reporting schools (thirteen, 52 percent) indicated no change in the percentage of out-of-state students; for most of these schools, there were no out-of-state post-master's students in either year. There was a very slight (.36) mean net percentage increase in out-of-state post-master's students.

196 out of 447 Fall 1991 doctoral students (44 percent) were classified as out-of-state, compared to 51 percent for the Fall of 1990 (Table II-5-c-5). The percentage of out-of-state doctoral students ranged from zero to seventy-five, with a mean of 41.28 percent. Five out of seventeen schools for which 1990 data were available (42 percent) reported increases in the percentage of out-of-state doctoral students. The mean net percentage change was a decrease of 3.38 percent.

Table II-1. Enrollment by Program and Sex

Tables II-1-a(1) through II-1-b(3) provide summary information. Tables II-1-c-(1)a through II-1-d-(6)c provide breakdowns for individual schools.

Table II-1-a(1)
ALA PROGRAMS
FULL-TIME ENROLLMENT, FALL 1991 BY PROGRAM AND SEX
Summary

	MEN	WOMEN	TOTAL
ALA-Accredited Master's	1023	3110	4133
Other Master's	90	58	148
Post-Master's	7	18	25
Doctoral	94	142	236
Other Graduate Students	14	38	52
Undergraduate Students	97	234	331
TOTAL	1325	3600	4925

Table II-1-a(2)
ALA PROGRAMS
PART-TIME ENROLLMENT, FALL 1991 BY PROGRAM AND SEX
Summary

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
ALA-Accredited Master's	1456	685.07	6463	3110.27	7919	3795.34**
Other Master's	188	78.24	314	109.80	502	188.04
Post-Master's	40	13.58	240	67.90	280	81.48
Doctoral	140	67.88	227	99.01	367	166.89
Other Graduate Students	269	102.37	1155	421.60	1424	523.97**
Undergraduate Students	455	108.32	1663	436.73	2118	545.05**
TOTAL	2548	1055.46	10062	4245.31	12610	5300.77

** Total FTE in Tables II-1-a(2) and II-1-c-(1)b represents the sum of the MEN FTE and WOMEN FTE columns. Wisconsin-Milwaukee reported only TOTAL FTE for ALA Accredited Master's, Other Graduate Students and Undergraduate Students. Absolute totals for these categories, from Table II-1-a(3) are ALA Accredited Master's: 7960.45 FTE; Other Graduate Students: 584.97 FTE; and, Undergraduate Students: 888.04 FTE.

Table II-1-a(3)
ALA PROGRAMS
TOTAL ENROLLMENT, FALL 1991 BY PROGRAM AND SEX
Summary

	TOTAL NUMBER	TOTAL FTE
ALA-Accredited Master's	12052	7960.45
Other Master's	650	336.03
Post-Master's	305	106.47
Doctoral	603	402.89
Other Graduate Students	1476	584.97
Undergraduate Students	2449	888.04
TOTAL	17535	10278.85

Table II-1-b(1)
NON-ACCREDITED PROGRAMS
FULL-TIME ENROLLMENT, FALL 1991 BY PROGRAM AND SEX
Summary

	MEN	WOMEN	TOTAL
Other Master's	1	6	7
Other Graduate Students	6	4	10
Undergraduate Students	183	277	460
TOTAL	190	287	477

Table II-1-b(2)
NON-ACCREDITED PROGRAMS
PART-TIME ENROLLMENT, FALL 1991 BY PROGRAM AND SEX
Summary

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Other Master's	27	12.77	227	88.00	254	100.77
Other Graduate Students	23	7.50	62	25.00	85	32.50
Undergraduate Students	48	9.93	182	44.47	230	54.40
TOTAL	98	30.2	471	157.47	569	187.67

Table II-1-b(3)
NON-ACCREDITED PROGRAMS
TOTAL ENROLLMENT, FALL 1991 BY PROGRAM AND SEX
Summary

	TOTAL NUMBER	TOTAL FTE
Other Master's	261	107.77
Other Graduate Students	95	42.50
Undergraduate Students	690	514.40
TOTAL	1046	664.67

Table II-1-c-(1)a
ALA PROGRAMS - FULL-TIME ALA-ACCREDITED MASTER'S STUDENT
ENROLLMENT, FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Alabama	12	43	55
Albany	28	105	133
Alberta	16	47	63
Arizona	15	42	57
Berkeley	14	32	46
Brit. Columbia	20	63	83
Buffalo	15	45	60
BYU	20	34	54
Catholic	12	32	44
Clarion	22	50	72
Clark	10	19	29
Columbia	12	26	38
Dalhousie	16	40	56
Drexel	6	35	41
Emporia	8	48	56

	MEN	WOMEN	TOTAL
FSU	9	40	49
Hawaii	7	18	25
Illinois	34	74	108
Indiana	32	87	119
Iowa	17	35	52
Kent State	0	3	3
Kentucky	27	67	94
LSU	18	63	81
Maryland	16	83	99
McGill	27	86	113
Michigan	30	109	139
Missouri	16	51	67
Montreal	55	90	145
NC Central	10	13	23
North Illinois	15	23	38
North Texas	27	55	82
Oklahoma	3	15	18
Pittsburgh	35	75	110
Pratt	15	26	41
Puerto Rico	5	16	21
Queens	4	6	10
RI	11	38	49
Rosary	20	59	79
Rutgers	18	54	72
S. Carolina	27	66	93
S. Conn	13	39	52
S. Fla	8	40	48
S. Miss	18	21	39
San Jose	25	58	83

	MEN	WOMEN	TOTAL
Simmons	8	56	64
St. Johns	3	15	18
Syracuse	4	23	27
Tenn.	10	39	49
Texas	32	107	139
Toronto	36	122	158
TWU	2	48	50
U.C.L.A.	25	114	139
UNC-CH	24	102	126
UNC-Green	6	22	28
Washington	25	104	129
Wayne State	9	52	61
Western Ontario	27	124	151
WI-Madison	21	66	87
WI-Milwaukee	23	45	68
TOTAL	1023	3110	4133
MEAN (59 schools reporting)	17.34	52.71	70.05

Table II-1-c-(1)b
ALA PROGRAMS - PART-TIME ALA-ACCREDITED MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Alabama	7	3.33	63	29.97	70	33.30
Albany	21	7.08	107	37.67	128	44.75
Alberta	4	1.30	16	7.30	20	8.60
Arizona	15	7.89	84	38.66	99	46.55
Berkeley	29	18.00	67	45.75	96	63.75
Brit. Columbia	3	1.50	5	3.00	8	4.50
Buffalo	23	8.75	140	58.00	163	66.75
BYU	26	16.24	68	32.82	94	49.06
Catholic	52	25.13	204	104.25	256	129.38
Clarion	5	2.00	33	11.00	38	13.00
Clark	10	6.70	31	20.70	41	27.40
Columbia	12	6.25	25	14.00	37	20.25
Dalhousie	0	0.00	10	3.30	10	3.30
Drexel	78	37.74	173	85.55	251	123.29
Emporia	45	32.00	275	236.00	320	268.00
FSU	16	10.09	52	26.75	68	36.84

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Hawaii	29	0.00	96	100.00	125	100.00
Illinois	29	15.85	73	45.67	102	61.52
Indiana	65	33.30	262	128.30	327	161.60
Iowa	14	6.67	37	18.78	51	25.45
Kent State	88	33.00	363	121.30	451	154.30
Kentucky	22	12.70	139	67.63	161	80.33
LSU	9	3.99	57	23.02	66	27.01
Maryland	52	27.33	193	107.33	245	134.66
McGill	1	0.25	12	3.00	13	3.25
Michigan	18	8.50	88	43.50	106	52.00
Missouri	17	6.25	100	37.00	117	43.25
Montreal	3	0.75	6	1.50	9	2.25
NC Central	12	6.25	123	65.25	135	71.50
North Illinois	6	3.34	86	40.62	92	43.96
North Texas	31	17.37	159	82.72	190	100.09
Oklahoma	31	13.00	148	64.33	179	77.33
Pittsburgh	28	11.20	84	33.60	112	44.80
Pratt	35	19.48	59	32.85	94	52.33
Puerto Rico	14	8.12	61	38.25	75	46.37

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Queens	50	22.50	170	75.50	220	98.00
RI	17	6.33	157	68.00	174	74.33
Rosary	49	22.60	222	79.60	271	102.20
Rutgers	31	20.00	190	125.00	221	145.00
S. Carolina	14	8.30	138	68.00	152	76.30
S. Conn	23	11.00	149	62.00	172	73.00
S. Fla	16	8.60	144	65.70	160	74.30
S. Miss	4	2.00	24	9.89	28	11.89
San Jose	55	24.00	193	83.40	248	107.40
Simmons	60	20.00	276	92.00	336	112.00
St. Johns	23	11.00	83	39.25	106	50.25
Syracuse	15	8.50	76	33.50	91	42.00
Tenn.	9	3.99	68	27.88	77	31.87
Texas	34	16.00	124	62.33	158	78.33
Toronto	21	6.30	79	23.70	100	30.00
TWU	11	5.66	131	56.60	142	62.26
U.C.L.A.	10	6.70	32	21.44	42	28.14
UNC-CH	6	3.00	24	12.00	30	15.00
UNC-Green	19	9.44	117	50.33	136	59.77

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Washington	12	8.10	67	43.20	79	51.30
Wayne State	69	37.00	289	152.88	358	189.88
Western Ontario	23	7.70	62	20.70	85	28.40
WI-Madison	8	5.00	57	28.00	65	33.00
WI-Milwaukee	27	----	92	----	119	----
TOTAL	1456	685.07	6463	3110.27	7919	3795.34
MEAN (59 schools reporting)	24.68	11.61	109.54	52.72	134.22	64.33

Table II-1-c-(1)c
ALA PROGRAMS - TOTAL ALA-ACCREDITED MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Alabama	125	88.30
Albany	261	177.75
Alberta	83	71.60
Arizona	156	103.55
Berkeley	142	109.75
Brit. Columbia	91	87.50
Buffalo	223	126.75
BYU	148	103.06
Catholic	300	173.38
Clarion	110	85.00
Clark	70	56.40
Columbia	75	58.25
Dalhousie	66	59.30
Drexel	292	164.29
Emporia	376	324.00
FSU	117	85.84
Hawaii	150	125.00
Illinois	210	169.52
Indiana	446	280.60
Iowa	103	77.45
Kent State	454	157.30
Kentucky	255	174.33
LSU	147	108.01
Maryland	344	233.67
McGill	126	116.25
Michigan	245	191.00
Missouri	184	110.25

	TOTAL NUMBER	TOTAL FTE
Montreal	154	147.25
NC Central	158	94.50
North Illinois	130	81.96
North Texas	272	182.09
Oklahoma	197	95.33
Pittsburgh	222	154.80
Pratt	135	93.33
Puerto Rico	96	67.37
Queens	230	108.00
RI	223	123.33
Rosary	350	181.30
Rutgers	293	217.00
S. Carolina	245	169.30
S. Conn	224	125.00
S. Fla	208	122.30
S. Miss	67	50.89
San Jose	331	190.40
Simmons	400	176.00
St. Johns	124	68.25
Syracuse	118	69.00
Tenn.	126	80.87
Texas	297	217.33
Toronto	258	188.00
TWU	192	112.26
U.C.L.A.	181	167.14
UNC-CH	156	141.00
UNC-Green	164	87.77
Washington	208	180.30
Wayne State	419	250.88

	TOTAL NUMBER	TOTAL FTE
Western Ontario	236	179.40
WI-Madison	152	120.00
WI-Milwaukee	187	100.00
TOTAL	12052	7960.45
MEAN (59 schools reporting)	204.27	134.92

Table II-1-c-(2)a

ALA PROGRAMS - FULL-TIME OTHER MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Alabama	3	3	6
Brit. Columbia	15	15	30
NC Central	1	0	1
Pittsburgh	54	25	79
Rutgers	5	6	11
Syracuse	10	6	16
Toronto	2	3	5
TOTAL	90	58	148
MEAN (7 schools reporting)	12.86	8.29	21.14

Table II-1-c-(2)b
ALA PROGRAMS - PART-TIME OTHER MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Alabama	1	0.33	2	0.66	3	0.99
Brit. Columbia	0	0.00	1	0.25	1	0.25
Indiana	3	1.13	11	4.13	14	5.26
Kent State	3	0.60	10	2.70	13	3.30
Missouri	42	17.50	150	37.50	192	55.00
NC Central	1	0.75	2	1.50	3	2.25
Pittsburgh	88	35.20	74	29.60	162	64.80
RI	1	0.33	0	0.00	1	0.33
Rutgers	10	6.60	20	13.20	30	19.80
S. Conn	6	2.67	3	1.33	9	4.00
Syracuse	22	9.75	28	14.50	50	24.25
Toronto	10	3.00	6	1.80	16	4.80
Wayne State	1	0.38	7	2.63	8	3.01
TOTAL	188	78.24	314	109.80	502	188.04
MEAN (13 schools reporting)	14.46	6.02	24.15	8.45	38.62	14.46

Table II-1-c-(2)c
ALA PROGRAMS - TOTAL OTHER MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Alabama	9	6.99
Brit. Columbia	31	30.25
Indiana	14	5.26
Kent State	13	3.30
Missouri	192	55.00
NC Central	4	3.25
Pittsburgh	241	143.80
RI	1	0.33
Rutgers	41	30.80
S. Conn	9	4.00
Syracuse	66	40.25
Toronto	21	9.80
Wayne State	8	3.00
TOTAL	650	336.03
MEAN (13 schools reporting)	50.00	25.85

Table II-1-c-(3)a
ALA PROGRAMS - FULL-TIME POST MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Alabama	1	0	1
Albany	1	1	2
Clarion	0	1	1
Columbia	0	1	1
Indiana	0	1	1
LSU	0	3	3
Oklahoma	0	1	1
Pittsburgh	2	4	6
Pratt	0	1	1
S. Carolina	0	1	1
S. Conn	1	1	2
U.C.L.A.	1	1	2
UNC-CH	1	1	2
WI-Madison	0	1	1
TOTAL	7	18	25
MEAN (14 schools reporting)	0.50	1.29	1.79

Table II-1-c-(3)b
ALA PROGRAMS - PART-TIME POST MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Alabama	0	0.00	4	0.99	4	0.99
Albany	1	0.75	6	4.50	7	5.25
Berkeley	2	1.00	3	2.00	5	3.00
Buffalo	1	0.25	4	1.00	5	1.25
Catholic	0	0.00	8	3.00	8	3.00
Clarion	0	0.00	2	1.00	2	1.00
Columbia	1	0.25	3	1.25	4	1.50
Drexel	1	0.34	6	2.37	7	2.71
Emporia	12	1.75	107	15.20	119	16.95
FSU	3	1.25	1	0.25	4	1.50
Hawaii	0	0.00	3	1.00	3	1.00
Illinois	2	1.17	3	1.34	5	2.51
Indiana	1	0.34	1	0.34	2	0.68
Kent State	1	0.60	1	0.80	2	1.40
LSU	1	0.33	6	2.43	7	2.76
Michigan	0	0.00	11	3.25	11	3.25
North Texas	1	0.67	3	1.67	4	2.34
Oklahoma	0	0.00	3	1.33	3	1.33

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Pittsburgh	1	0.40	7	2.80	8	3.20
Pratt	2	0.67	2	0.67	4	1.34
Queens	2	0.50	1	0.25	3	0.75
RI	2	0.67	4	1.33	6	2.00
Rosary	0	0.00	15	5.00	15	5.00
Rutgers	0	0.00	2	1.32	2	1.32
S. Carolina	0	0.00	6	2.30	6	2.30
S. Conn	3	1.67	8	2.67	11	4.34
St. Johns	0	0.00	1	0.25	1	0.25
Tenn.	0	0.00	1	0.33	1	0.33
Texas	0	0.00	1	0.33	1	0.33
UNC-CH	1	0.30	2	0.70	3	1.00
UNC-Green	2	0.67	8	2.89	10	3.56
Washington	0	0.00	1	0.80	1	0.80
Wayne State	0	0.00	5	1.88	5	1.88
WI-Madison	0	0.00	1	0.66	1	0.66
TOTAL	40	13.58	240	67.90	280	81.48
MEAN (34 schools reporting)	1.18	0.40	7.06	2.00	8.24	2.40

Table II-1-c-(3)c
ALA PROGRAMS - TOTAL POST MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Alabama	5	1.99
Albany	9	7.25
Berkeley	5	3.00
Buffalo	5	1.25
Catholic	8	3.00
Clarion	3	2.00
Columbia	5	2.50
Drexel	7	2.71
Emporia	119	16.95
FSU	4	1.50
Hawaii	3	1.00
Illinois	5	2.51
Indiana	3	1.68
Kent State	2	1.40
LSU	10	5.76
Michigan	11	3.25
North Texas	4	2.34
Oklahoma	4	2.33
Pittsburgh	14	9.20
Pratt	5	2.34
Queens	3	0.75
RI	6	2.00
Rosary	15	5.00
Rutgers	2	1.32
S. Carolina	7	3.30
S. Conn	13	6.33

	TOTAL NUMBER	TOTAL FTE
St. Johns	1	0.25
Tenn.	1	0.33
Texas	1	0.33
U.C.L.A.	2	2.00
UNC-CH	5	3.00
UNC-Green	10	3.56
Washington	1	0.80
Wayne State	5	1.88
WI-Madison	2	1.66
TOTAL	305	106.47
MEAN (35 schools reporting)	8.71	3.04

Table II-1-c-(4)a
ALA PROGRAMS - FULL-TIME DOCTORAL STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Alabama	1	2	3
Albany	3	0	3
Alberta	0	1	1
Berkeley	8	5	13
Columbia	2	5	7
Drexel	1	1	2
FSU	1	8	9
Illinois	4	9	13
Indiana	3	8	11
Maryland	1	1	2
McGill	1	0	1
Michigan	2	6	8
North Texas	0	4	4
Pittsburgh	14	12	26
Rutgers	12	13	25
Simmons	0	1	1
Syracuse	12	4	16
Texas	2	10	12
Toronto	12	9	21
TWU	0	7	7
U.C.L.A.	5	9	14
UNC-CH	6	6	12
Western Ontario	1	5	6
WI-Madison	3	16	19
TOTAL	94	142	236
MEAN (24 schools reporting)	3.92	5.92	9.83

Table II-1-c-(4)b
ALA PROGRAMS - PART-TIME DOCTORAL STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Alabama	2	1.00	5	2.33	7	3.33
Albany	7	5.25	4	3.00	11	8.25
Berkeley	8	5.00	5	3.00	13	8.00
Columbia	2	0.50	15	3.75	17	4.25
Dalhousie	1	0.33	1	0.50	2	0.83
Drexel	5	2.69	14	5.75	19	8.44
FSU	7	3.17	15	4.17	22	7.34
Illinois	1	0.00	6	3.17	7	3.17
Indiana	15	5.90	10	4.00	25	9.90
Maryland	4	1.33	5	2.00	9	3.33
Michigan	1	0.25	4	1.75	5	2.00
North Texas	12	5.63	11	4.07	23	9.70
Pittsburgh	13	5.20	18	7.20	31	12.40
Rutgers	27	18.00	39	26.00	66	44.00
Simmons	4	1.33	9	3.00	13	4.33
Syracuse	8	2.00	6	1.50	14	3.50

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Texas	4	1.67	12	5.00	16	6.67
TWU	8	3.33	22	7.55	30	10.88
U.C.L.A.	1	0.67	2	1.34	3	2.01
UNC-CH	7	3.00	13	5.00	20	8.00
Western Ontario	1	0.30	5	1.60	6	1.90
WI-Madison	2	1.33	6	3.33	8	4.66
TOTAL	140	67.88	227	99.01	367	166.89
MEAN (22 schools reporting)	6.36	3.09	10.32	4.50	16.68	7.59

Table II-1-c-(4)c
ALA PROGRAMS - TOTAL DOCTORAL STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Alabama	10	6.33
Albany	14	11.25
Alberta	1	1.00
Berkeley	26	21.00
Columbia	24	11.25
Dalhousie	2	0.83
Drexel	21	10.44
FSU	31	16.34
Illinois	20	16.17
Indiana	36	20.90
Maryland	11	5.33
McGill	1	1.00
Michigan	13	10.00
North Texas	27	13.70
Pittsburgh	57	38.40
Rutgers	91	69.00
Simmons	14	5.33
Syracuse	30	19.50
Texas	28	18.67
Toronto	21	21.00
TWU	37	17.88
U.C.L.A.	17	16.01
UNC-CH	32	20.00
Western Ontario	12	7.90
WI-Madison	27	23.66
TOTAL	603	402.89

	TOTAL NUMBER	TOTAL FTE
MEAN (25 schools reporting)	24.12	16.12

Table II-1-c-(5)a
ALA PROGRAMS - FULL-TIME OTHER GRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Alabama	0	2	2
Albany	0	1	1
Indiana	2	0	2
Michigan	0	7	7
NC Central	0	2	2
North Illinois	1	6	7
North Texas	2	6	8
S. Carolina	1	5	6
S. Conn	2	1	3
S. Fla	5	2	7
S. Miss	0	2	2
Simmons	0	1	1
Texas	0	1	1
Western Ontario	1	0	1
WI-Madison	0	2	2
TOTAL	14	38	52
MEAN (15 schools reporting)	0.93	2.53	3.47

Table II-1-c-(5)b
ALA PROGRAMS - PART-TIME OTHER GRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Alabama	8	2.64	50	18.54	58	21.18
Albany	4	1.33	46	13.00	50	14.33
Alberta	1	0.30	4	1.30	5	1.60
Arizona	7	2.33	23	9.00	30	11.33
Buffalo	3	0.75	11	3.25	14	4.00
Catholic	4	1.50	6	2.25	10	3.75
Columbia	4	1.25	19	5.25	23	6.50
FSU	4	1.00	51	14.17	55	15.17
Illinois	9	2.33	17	5.31	26	7.64
Indiana	20	11.25	122	52.63	142	63.88
Iowa	2	0.67	13	5.00	15	5.67
Kent State	0	0.00	5	0.90	5	0.90
Maryland	8	3.00	39	14.67	47	17.67
McGill	0	0.00	3	0.75	3	0.75
NC Central	4	2.00	17	9.25	21	11.25
North Illinois	10	4.66	71	25.13	81	29.79
North Texas	0	3.67	51	16.58	51	20.25

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Pratt	2	0.67	10	3.33	12	4.00
Queens	8	2.50	22	6.50	30	9.00
RI	14	4.67	40	13.33	54	18.00
Rosary	0	0.00	9	3.00	9	3.00
Rutgers	3	1.98	58	38.28	61	40.26
S. Carolina	15	6.30	83	31.00	98	37.30
S. Conn	20	8.00	53	22.00	73	30.00
S. Fla	19	8.60	111	39.60	130	48.20
S. Miss	1	0.33	7	2.67	8	3.00
Simmons	1	0.33	3	1.00	4	1.33
St. Johns	14	5.75	23	8.25	37	14.00
Syracuse	44	13.25	54	15.75	98	29.00
Tenn.	2	0.67	4	1.66	6	2.33
Texas	0	0.00	1	0.33	1	0.33
Toronto	2	0.60	2	0.60	4	1.20
TWU	0	0.00	18	6.00	18	6.00
U.C.L.A.	3	0.99	0	0.00	3	0.99
UNC-CH	16	5.00	40	16.00	56	21.00
UNC-Green	1	0.00	9	2.78	10	2.78

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Washington	0	0.00	1	0.30	1	0.30
Wayne State	2	0.75	5	1.88	7	2.63
Western Ontario	1	0.30	2	0.70	3	1.00
WI-Madison	9	3.00	26	9.66	35	12.66
WI-Milwaukee	4	----	26	----	30	----
TOTAL	269	102.37	1155	421.60	1424	523.97
MEAN (41 schools reporting)	6.56	2.50	28.17	10.28	34.73	12.78

Table II-1-c-(5)c
ALA PROGRAMS - TOTAL OTHER GRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Alabama	60	23.18
Albany	51	15.33
Alberta	5	1.60
Arizona	30	11.33
Buffalo	14	4.00
Catholic	10	3.75
Columbia	23	6.50
FSU	55	15.17
Illinois	26	7.64
Indiana	144	65.88
Iowa	15	5.67
Kent State	5	0.90
Maryland	47	17.67
McGill	3	0.75
Michigan	7	7.00
NC Central	23	13.25
North Illinois	88	36.79
North Texas	59	28.25
Pratt	12	4.00
Queens	30	9.00
RI	54	18.00
Rosary	9	3.00
Rutgers	61	40.26
S. Carolina	104	43.30
S. Conn	76	33.00
S. Fla	137	55.20
S. Miss	10	5.00

	TOTAL NUMBER	TOTAL FTE
Simmons	5	2.33
St. Johns	37	14.00
Syracuse	98	29.00
Tenn.	6	2.33
Texas	2	1.33
Toronto	4	1.20
TWU	18	6.00
U.C.L.A.	3	0.99
UNC-CH	56	21.00
UNC-Green	10	2.78
Washington	1	0.30
Wayne State	7	2.63
Western Ontario	4	2.00
WI-Madison	37	14.66
WI-Milwaukee	30	9.00
TOTAL	1476	584.97
MEAN (42 schools reporting)	35.14	13.93

Table II-1-c-(6)a
ALA PROGRAMS - FULL-TIME UNDERGRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Clarion	2	24	26
Michigan	0	20	20
Montreal	17	51	68
S. Conn	78	139	217
TOTAL	97	234	331
MEAN (4 schools reporting)	24.25	58.50	82.75

Table II-1-c-(6)b
ALA PROGRAMS - PART-TIME UNDERGRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Alabama	4	1.32	134	44.22	138	45.54
Alberta	3	1.00	48	16.00	51	17.00
BYU	48	5.65	108	19.06	156	24.71
Clarion	0	0.00	3	2.00	3	2.00
Emporia	9	2.25	72	18.00	81	20.25
FSU	10	2.17	47	9.92	57	12.09
Illinois	1	0.33	3	0.51	4	0.84
Indiana	82	11.37	111	18.88	193	30.25
Iowa	1	0.25	2	0.50	3	0.75
Kent State	0	0.00	4	0.50	4	0.50
Montreal	16	4.00	42	10.50	58	14.50
NC Central	0	0.00	4	----	4	----
North Texas	7	1.25	112	29.06	119	30.31
Oklahoma	44	8.08	107	23.92	151	32.00
RI	2	0.67	14	4.67	16	5.34
Rosary	0	0.00	3	1.60	3	1.60
S. Carolina	4	1.30	46	15.30	50	16.60

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
S. Conn	5	3.00	10	5.00	15	8.00
S. Miss	7	2.00	144	38.00	151	40.00
Syracuse	58	18.50	62	15.75	120	34.25
Tenn.	17	5.61	110	36.30	127	41.91
Texas	72	18.00	297	74.25	369	92.25
TWU	0	0.00	73	18.25	73	18.25
U.C.L.A.	54	17.82	38	12.54	92	30.36
UNC-CH	5	2.00	55	18.00	60	20.00
UNC-Green	0	0.00	3	1.00	3	1.00
Wayne State	1	0.25	4	1.00	5	1.25
WI-Madison	5	1.50	7	2.00	12	3.50
TOTAL	455	108.32	1663	436.73	2118	545.05
MEAN (28 schools reporting)	16.25	3.87	59.39	15.60	75.64	19.47

Table II-1-c-(6)c
ALA PROGRAMS - TOTAL UNDERGRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Alabama	138	45.54
Alberta	51	17.00
BYU	156	24.71
Clarion	29	28.00
Emporia	81	20.25
FSU	57	12.09
Illinois	4	0.84
Indiana	193	30.25
Iowa	3	0.75
Kent State	4	0.50
Michigan	20	20.00
Montreal	126	82.50
NC Central	4	0.00
North Texas	119	30.31
Oklahoma	151	32.00
RI	16	5.33
Rosary	3	1.60
S. Carolina	50	16.60
S. Conn	232	225.00
S. Miss	151	40.00
Syracuse	120	34.25
Tenn.	127	41.91
Texas	369	92.25
TWU	73	18.25
U.C.L.A.	92	30.36
UNC-CH	60	20.00

	TOTAL NUMBER	TOTAL FTE
UNC-Green	3	1.00
Wayne State	5	1.25
WI-Madison	12	3.50
WI-Milwaukee	0	12.00
TOTAL	2449	888.04
MEAN (30 schools reporting)	81.63	29.60

Table II-1-d-(2)a
NON-ACCREDITED PROGRAMS - FULL TIME OTHER MASTER'S STUDENTS
ENROLLMENT, FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
E. Carolina	1	2	3
Mankato	0	1	1
Sam Houston	0	3	3
TOTAL	1	6	7
MEAN (3 schools reporting)	0.33	2.00	2.33

Table II-1-d-(2)b
NON-ACCREDITED PROGRAMS - PART-TIME OTHER MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
E. Carolina	12	7.80	28	12.10	40	19.90
Mankato	5	1.30	39	13.90	44	15.20
Sam Houston	10	3.67	160	62	170	65.67
TOTAL	27	12.77	227	88	254	100.77
MEAN (3 schools reporting)	9.00	4.26	75.67	29.33	84.67	33.59

Table II-1-d-(2)c
NON-ACCREDITED PROGRAMS - TOTAL OTHER MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
E. Carolina	43	22.90
Mankato	45	16.20
Sam Houston	173	68.67
TOTAL	261	107.77
MEAN (3 schools reporting)	87.00	35.92

Table II-1-d-(3)a
NON-ACCREDITED PROGRAMS - FULL-TIME POST MASTER'S STUDENT
ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

No data were reported.

Table II-1-d-(3)b
NON-ACCREDITED PROGRAMS - PART-TIME POST MASTER'S STUDENT
ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

No data were reported.

Table II-1-d-(3)c
NON-ACCREDITED PROGRAMS - TOTAL POST MASTER'S STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

No data were reported.

Table II-1-d-(4)a
NON-ACCREDITED PROGRAMS - FULL-TIME DOCTORAL STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

No data were reported.

Table II-1-d-(4)b
NON-ACCREDITED PROGRAMS - PART-TIME DOCTORAL STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

No data were reported.

Table II-1-d-(4)c
NON-ACCREDITED PROGRAMS - TOTAL DOCTORAL STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

No data were reported.

Table II-1-d-(5)a
NON-ACCREDITED PROGRAMS - FULL-TIME OTHER GRADUATE STUDENT
ENROLLMENT, FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Mankato	6	4	10
TOTAL	6	4	10

Table II-1-d-(5)b
NON-ACCREDITED PROGRAMS - PART-TIME OTHER GRADUATE STUDENT
ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
E. Carolina	1	0.80	7	2.80	8	3.60
Mankato	22	6.70	55	22.20	77	28.90
TOTAL	23	7.50	62	25.00	85	32.50
MEAN (2 schools reporting)	11.50	3.75	31.00	12.50	42.50	16.25

Table II-1-d-(5)c
NON-ACCREDITED PROGRAMS - TOTAL OTHER GRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
E. Carolina	8	3.60
Mankato	87	38.90
TOTAL	95	42.50
MEAN (2 schools reporting)	47.50	21.25

Table II-1-d-(6)a
NON-ACCREDITED PROGRAMS - FULL-TIME UNDERGRADUATE STUDENT
ENROLLMENT, FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN	WOMEN	TOTAL
Mankato	183	277	460
TOTAL	183	277	460

Table II-1-d-(6)b
NON-ACCREDITED PROGRAMS - PART-TIME UNDERGRADUATE STUDENT
ENROLLMENT, FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	MEN		WOMEN		TOTAL	
	NUMBER	FTE	NUMBER	FTE	NUMBER	FTE
Mankato	8	5.10	21	9.80	29	14.90
Sam Houston	40	4.83	161	34.67	201	39.5
TOTAL	48	9.93	182	44.47	230	54.4
MEAN (2 schools reporting)	24.00	4.97	91.00	22.24	115.00	27.20

Table II-1-d-(6)c
NON-ACCREDITED PROGRAMS - TOTAL UNDERGRADUATE STUDENT ENROLLMENT,
FALL 1991 BY PROGRAM AND SEX TO DETERMINE FTE

	TOTAL NUMBER	TOTAL FTE
Mankato	489	474.90
Sam Houston	201	39.50
TOTAL	690	514.40
MEAN (2 schools reporting)	345.00	257.20

Table II-2. Number of Classes by Number of Students Enrolled.

Tables II-2-1(a) and II-2-1(b) provide breakdowns for individual schools.

Table II-2-1(a)
ALA PROGRAMS -
CLASSES OR SECTIONS OF CLASSES BY STUDENTS ENROLLED, FALL 1991

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
Alabama	8	4	1	3	3	4	3	1	0	0	1
Albany	4	1	3	7	4	5	2	1	3	6	1
Alberta	0	2	4	0	1	0	0	0	3	1	0
Arizona	0	6	5	2	1	2	1	0	3	0	0
Berkeley	8	8	10	21	8	10	5	0	0	0	1
Brit. Columbia	0	3	2	3	2	0	1	0	1	4	0
Buffalo	0	1	3	1	8	3	3	1	0	0	0
BYU	1	2	1	4	4	2	0	0	0	0	0
Catholic	0	7	10	9	3	3	0	0	0	0	0
Clarion	4	3	6	2	1	1	1	0	0	0	4
Clark	8	7	2	3	1	0	0	0	0	0	0
Columbia	7	9	5	1	1	0	0	0	0	0	0
Dalhousie	0	3	1	2	0	5	1	0	0	0	0
Drexel	0	4	14	7	6	5	2	0	0	1	0
Emporia	5	5	7	7	4	6	6	0	0	0	0

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
FSU	9	6	5	6	1	1	1	2	1	1	0
Hawaii	0	4	7	4	3	3	0	0	0	0	0
Illinois	1	5	4	5	12	4	3	1	0	0	1
Indiana	3	8	8	5	11	5	5	4	1	0	0
Iowa	0	5	1	3	2	3	1	0	0	0	0
Kent State	0	1	1	5	8	8	3	2	1	1	1
Kentucky	1	7	7	5	7	8	1	1	0	1	0
LSU	2	2	7	3	5	4	0	0	0	0	0
Maryland	3	3	5	14	8	2	5	0	0	0	0
McGill	0	2	2	3	2	1	1	1	0	0	4
Michigan	1	0	3	3	15	5	7	1	0	0	0
Missouri	0	3	6	5	5	2	2	0	0	0	0
Montreal	2	4	6	4	1	0	1	0	0	0	6
NC Central	7	4	6	2	1	1	2	0	0	0	0
North Illinois	0	2	3	3	3	6	0	0	0	0	0
North Texas	1	2	7	7	4	3	2	4	2	1	3
Oklahoma	3	4	3	4	4	0	1	0	0	0	0
Pittsburgh	8	7	11	16	8	3	7	3	0	4	2
Pratt	6	6	4	6	1	1	1	0	0	0	0
Puerto Rico	5	8	1	4	0	0	0	0	0	0	0

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
Queens	0	2	2	5	1	8	3	0	0	0	0
RI	2	5	7	7	6	0	1	0	0	0	0
Rosary	3	3	7	9	6	3	2	2	0	0	0
Rutgers	0	2	8	5	4	4	3	0	1	0	5
S. Carolina	1	7	7	1	2	0	0	2	1	0	4
S. Conn	0	0	6	9	4	3	1	0	0	0	0
S. Fla	3	4	2	7	1	3	4	3	1	0	0
S. Miss	4	2	2	5	1	2	0	0	0	0	0
San Jose	3	2	7	8	5	2	9	4	0	0	0
Simmons	1	8	4	6	4	7	4	0	0	0	0
St. Johns	5	4	6	3	2	1	1	1	0	0	0
Syracuse	1	3	10	5	5	4	6	4	0	1	1
Tenn.	1	4	3	1	5	2	3	0	0	0	0
Texas	11	5	10	3	2	2	2	1	3	1	3
Toronto	4	7	6	8	4	5	0	3	0	1	3
TWU	2	8	6	4	4	0	1	0	0	0	0
U.C.L.A.	6	4	8	5	6	5	2	0	0	0	0
UNC-CH	5	8	4	3	3	4	2	1	0	0	2
UNC-Green	6	5	2	2	4	0	0	1	1	0	0
Washington	0	1	4	3	2	1	1	0	2	0	4

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
Wayne State	1	3	4	3	13	8	2	0	0	0	0
Western Ontario	0	1	2	1	5	2	4	4	4	2	0
WI-Madison	3	2	5	3	1	3	1	1	2	0	0
WI-Milwaukee	7	7	5	0	3	1	2	4	1	0	0
TOTAL	166	245	298	285	241	176	122	53	31	25	46
MEAN (59 schools reporting)	2.81	4.15	5.05	4.83	4.08	2.98	2.07	0.90	0.53	0.42	0.78

Table II-2-1(b)
NON-ACCREDITED PROGRAMS -
CLASSES OR SECTIONS OF CLASSES BY STUDENTS ENROLLED, FALL 1991

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
E. Carolina	6	6	2	1	0	0	0	0	0	0	0
Sam Houston	4	3	6	2	2	0	0	0	0	0	0
TOTAL	10	9	8	3	2	0	0	0	0	0	0
MEAN (2 schools reporting)	5.00	4.50	4.00	1.50	1.00	0.00	0.00	0.00	0.00	0.00	0.00

Table II-3. Degrees and Certificates Awarded by Sex and Ethnic Origin.

Tables II-3-(a) and II-3-(b) provide summary information. Tables II-3-(c)-1a through II-3-(d)-3a provide breakdowns for individual schools.

Table II-3-(a) ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Summary
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Bachelor's	0	0	0	0	33	0	0	33
ALA Accredited Master's	4	34	22	20	792	47	108	1027
Other Master's	0	0	4	0	39	19	2	64
Post-Master's	0	0	0	1	11	2	1	15
Doctoral	0	0	1	0	13	7	4	25
TOTAL	4	34	27	21	888	75	115	1164

Table II-3-(a)
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Summary
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Bachelor's	0	1	1	0	47	1	0	50
ALA Accredited Master's	15	69	116	67	2934	132	339	3672
Other Master's	0	0	0	1	44	9	2	56
Post-Master's	2	0	2	1	28	6	0	39
Doctoral	0	0	5	1	27	2	2	37
TOTAL	17	70	124	70	3080	150	343	3854

Table II-3-(b)
NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Summary
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Other Master's	0	0	0	0	10	0	0	10
TOTAL	0	0	0	0	10	0	0	10

Table II-3-(b)
NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Summary
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Other Master's	0	0	3	3	66	2	0	74
TOTAL	0	0	3	3	66	2	0	74

Table II-3-(c)-1a
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Bachelor's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
North Texas	0	0	0	0	1	0	0	1
Pittsburgh	0	0	0	0	31	0	0	31
S. Conn	0	0	0	0	1	0	0	1
TOTAL	0	0	0	0	33	0	0	33
MEAN (3 schools reporting)	0.00	0.00	0.00	0.00	11.00	0.00	0.00	11.00

Table II-3-(c)-1b
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Bachelor's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Clarion	0	0	0	0	10	0	0	10
North Texas	0	0	0	0	9	1	0	10
Pittsburgh	0	1	1	0	15	0	0	17
S. Conn	0	0	0	0	4	0	0	4
S. Miss	0	0	0	0	6	0	0	6
TWU	0	0	0	0	3	0	0	3
TOTAL	0	1	1	0	47	1	0	50
MEAN (6 schools reporting)	0.00	0.17	0.17	0.00	7.83	0.17	0.00	8.33

Table II-3-(c)-2a
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
ALA Accredited Master's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	9	0	0	9
Albany	0	0	1	1	22	1	3	28
Alberta	0	0	0	0	0	0	0	10
Arizona	0	0	0	0	17	0	0	17

	AI	AP	B	H	W	I	NA	TOTAL
Berkeley	2	0	0	0	21	1	0	24
Brit. Columbia	0	0	0	1	7	0	0	8
Buffalo	0	0	1	0	12	0	0	13
BYU	0	0	0	0	17	5	0	22
Catholic	0	0	1	2	21	0	0	24
Clarion	0	4	0	0	13	0	0	17
Clark	0	0	1	0	5	1	0	7
Columbia	0	2	0	1	26	5	0	34
Dalhousie	0	0	0	0	0	0	0	6
Drexel	0	0	0	0	20	1	4	25
Emporia	0	0	1	0	12	0	0	13
FSU	0	2	0	0	11	0	0	13
Hawaii	0	13	1	0	7	0	0	21
Illinois	0	0	0	1	28	3	0	32
Indiana	0	0	1	0	27	3	0	31
Iowa	0	0	1	0	11	0	0	12
Kent State	0	1	0	0	33	2	0	36
Kentucky	1	0	1	0	22	0	0	24
LSU	0	0	0	0	25	0	0	25
Maryland	0	0	0	0	32	1	0	33

	AI	AP	B	H	W	I	NA	TOTAL
McGill	0	0	0	0	0	0	0	14
Michigan	0	1	0	1	21	0	0	23
Missouri	0	0	1	0	18	0	0	19
Montreal	0	0	0	0	0	0	0	21
NC Central	0	0	1	0	5	0	0	6
North Illinois	0	2	0	0	9	0	0	11
North Texas	0	0	2	0	20	1	2	25
Oklahoma	0	0	0	0	4	0	0	4
Pittsburgh	0	0	0	0	21	6	0	27
Pratt	0	0	4	0	5	0	0	9
Puerto Rico	0	0	0	3	0	0	0	3
Queens	0	0	0	0	19	1	0	20
RI	0	0	0	0	5	0	0	5
Rosary	0	1	0	0	16	0	0	17
Rutgers	0	1	0	0	26	0	0	27
S. Carolina	0	0	0	0	14	0	0	14
S. Conn	0	0	0	0	10	0	0	10
S. Fla	1	0	1	2	11	0	0	15
S. Miss	0	0	0	0	4	0	0	4
San Jose	0	2	0	2	15	0	4	23

	AI	AP	B	H	W	I	NA	TOTAL
Simmons	0	0	0	1	19	0	0	20
St. Johns	0	3	2	1	4	0	0	10
Syracuse	0	0	0	0	6	0	0	6
Tenn.	0	1	0	0	6	0	0	7
Texas	0	0	1	3	26	2	0	32
Toronto	0	0	0	0	0	0	0	15
TWU	0	0	0	0	7	1	0	8
U.C.L.A.	0	1	0	1	17	0	0	19
UNC-CH	0	0	0	0	8	1	0	9
UNC-Green	0	0	0	0	7	0	0	7
Washington	0	0	0	0	11	0	0	11
Wayne State	0	0	1	0	18	2	0	21
Western Ontario	0	0	0	0	0	4	29	33
WI-Madison	0	0	0	0	24	4	0	28
WI-Milwaukee	0	0	0	0	18	2	0	20
TOTAL	4	34	22	20	792	47	42	1027
MEAN (59 schools reporting)	0.07	0.58	0.37	0.34	13.42	0.80	0.69	17.41

Table II-3-(c)-2b
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
ALA Accredited Master's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	5	3	1	28	0	0	37
Albany	0	0	0	0	81	5	15	101
Alberta	0	0	0	0	0	0	0	38
Arizona	1	2	2	7	65	0	0	77
Berkeley	4	1	0	1	54	2	0	62
Brit. Columbia	0	1	0	1	31	0	0	33
Buffalo	1	0	1	0	54	4	0	60
BYU	0	0	0	0	28	3	0	31
Catholic	0	2	1	2	40	1	0	46
Clarion	0	3	0	0	71	0	0	74
Clark	0	0	9	0	13	1	0	23
Columbia	0	0	0	0	42	5	0	47
Dalhousie	0	0	0	0	0	0	0	21
Drexel	0	0	4	1	52	1	23	81
Emporia	0	0	3	0	76	0	0	79
FSU	0	3	3	1	44	1	0	52
Hawaii	0	15	0	0	20	0	0	35

	AI	AP	B	H	W	I	NA	TOTAL
Illinois	0	0	0	0	63	9	0	72
Indiana	0	0	0	0	136	14	0	150
Iowa	0	0	1	0	34	1	0	36
Kent State	0	0	1	0	83	5	0	89
Kentucky	1	0	0	0	67	0	0	68
LSU	0	1	1	1	55	2	0	60
Maryland	0	2	6	1	95	13	0	117
McGill	0	0	0	0	0	0	0	34
Michigan	1	1	4	4	79	1	0	90
Missouri	0	3	1	0	77	0	0	81
Montreal	0	0	0	0	0	0	0	41
NC Central	1	0	8	0	16	0	0	25
North Illinois	0	0	0	0	39	0	0	39
North Texas	0	1	1	3	78	6	0	89
Oklahoma	1	0	1	0	36	0	0	38
Pittsburgh	0	0	8	0	54	4	0	66
Pratt	0	0	6	0	14	0	0	20
Puerto Rico	0	0	0	15	0	0	0	15
Queens	0	4	3	3	24	1	0	35
RI	0	2	0	0	50	0	0	52

	AI	AP	B	H	W	I	NA	TOTAL
Rosary	0	4	2	1	65	1	0	73
Rutgers	0	1	5	1	86	7	1	101
S. Carolina	0	3	10	0	100	0	0	113
S. Conn	0	0	0	0	68	5	0	73
S. Fla	0	0	3	4	69	0	0	76
S. Miss	0	0	2	0	18	0	0	20
San Jose	0	2	0	3	78	0	10	93
Simmons	1	1	3	1	128	3	0	137
St. Johns	0	5	3	1	18	0	0	27
Syracuse	0	0	2	0	35	2	0	39
Tenn.	0	0	3	0	34	0	0	37
Texas	0	2	1	4	67	4	0	78
Toronto	0	0	0	0	0	0	0	66
TWU	0	0	2	5	60	0	0	67
U.C.L.A.	0	4	0	4	50	6	0	64
UNC-CH	1	0	0	0	41	3	0	45
UNC-Green	0	0	1	0	57	2	0	60
Washington	2	0	2	0	57	3	0	64
Wayne State	0	0	8	2	71	1	0	82
Western Ontario	0	0	0	0	0	3	90	93

	AI	AP	B	H	W	I	NA	TOTAL
WI-Madison	1	1	0	0	84	7	0	93
WI-Milwaukee	0	0	2	0	49	6	0	57
TOTAL	15	69	116	67	2934	132	139	3672
MEAN (59 schools reporting)	0.25	1.17	1.97	1.14	49.73	2.24	2.36	62.24

Table II-3-(c)-3a
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Other Master's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Brit. Columbia	0	0	0	0	1	0	0	1
Pittsburgh	0	0	4	0	28	16	0	48
S. Conn	0	0	0	0	4	0	0	4
Syracuse	0	0	0	0	3	2	0	5
Toronto	0	0	0	0	0	0	0	2
UNC-CH	0	0	0	0	1	0	0	1
Wayne State	0	0	0	0	2	1	0	3
TOTAL	0	0	4	0	39	19	0	64
MEAN (7 schools reporting)	0.00	0.00	0.57	0.00	5.57	2.71	0.00	9.14

Table II-3-(c)-3b
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Other Master's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	1	0	0	1
Brit. Columbia	0	0	0	0	3	0	0	3
Pittsburgh	0	0	0	0	29	7	0	36
Rutgers	0	0	0	0	1	0	0	1
S. Conn	0	0	0	0	2	0	0	2
Syracuse	0	0	0	0	2	2	0	4
Toronto	0	0	0	0	0	0	0	2
UNC-CH	0	0	0	0	3	0	0	3
Wayne State	0	0	0	1	3	0	0	4
TOTAL	0	0	0	1	44	9	0	56
MEAN (9 schools reporting)	0.00	0.00	0.00	0.11	4.89	1.00	0.00	6.22

Table II-3-(c)-4a
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Post Master's
MEN -

	AI	AP	B	H	W	I	NA	TOTAL
Berkeley	0	0	0	0	3	0	0	3
Columbia	0	0	0	1	3	0	0	4
Hawaii	0	0	0	0	1	0	0	1
Indiana	0	0	0	0	0	1	0	1
Kent State	0	0	0	0	1	1	0	2
North Texas	0	0	0	0	0	0	1	1
Pittsburgh	0	0	0	0	1	0	0	1
Rutgers	0	0	0	0	1	0	0	1
UNC-Green	0	0	0	0	1	0	0	1
TOTAL	0	0	0	1	11	2	1	15
MEAN (9 schools reporting)	0.00	0.00	0.00	0.11	1.22	0.22	0.11	1.67

Table II-3-(c)-4b
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Post Master's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	1	0	0	1
Columbia	0	0	0	0	7	2	0	9
FSU	0	0	1	0	2	0	0	3
Illinois	0	0	0	0	2	2	0	4
Indiana	0	0	0	0	1	0	0	1
Kent State	0	0	0	0	1	1	0	2
LSU	0	0	0	0	1	0	0	1
Oklahoma	2	0	0	0	0	0	0	2
Pittsburgh	0	0	0	1	4	0	0	5
S. Carolina	0	0	0	0	1	0	0	1
UNC-Green	0	0	1	0	7	0	0	8
WI-Madison	0	0	0	0	1	1	0	2
TOTAL	2	0	2	1	28	6	0	39
MEAN (12 schools reporting)	0.17	0.00	0.17	0.08	2.33	0.50	0.00	3.25

Table II-3-(c)-5a
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Doctoral
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Berkeley	0	0	0	0	1	1	0	2
Columbia	0	0	0	0	2	0	0	2
FSU	0	0	0	0	1	0	0	1
Illinois	0	0	0	0	0	1	0	1
Indiana	0	0	1	0	2	0	0	3
Maryland	0	0	0	0	1	1	0	2
Michigan	0	0	0	0	0	1	0	1
North Texas	0	0	0	0	1	1	0	2
Pittsburgh	0	0	0	0	2	2	0	4
Rutgers	0	0	0	0	1	0	1	2
TWU	0	0	0	0	1	0	0	1
UNC-CH	0	0	0	0	1	0	0	1
Western Ontario	0	0	0	0	0	0	3	3
TOTAL	0	0	1	0	13	7	4	25
MEAN (13 schools reporting)	0.00	0.00	0.08	0.00	1.00	0.54	0.31	1.92

Table II-3-(c)-5b
ALA PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Doctoral
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Columbia	0	0	0	0	2	0	0	2
FSU	0	0	0	1	4	0	0	5
Illinois	0	0	0	0	2	0	0	2
Indiana	0	0	0	0	4	0	0	4
Maryland	0	0	0	0	1	0	0	1
Michigan	0	0	0	0	3	1	0	4
North Texas	0	0	2	0	2	0	0	4
Pittsburgh	0	0	3	0	2	0	0	5
Rutgers	0	0	0	0	3	0	0	3
Simmons	0	0	0	0	0	1	0	1
Toronto	0	0	0	0	0	0	0	3
TWU	0	0	0	0	3	0	0	3
UNC-CH	0	0	0	0	1	0	0	1
Western Ontario	0	0	0	0	0	0	2	2
TOTAL	0	0	5	1	27	2	2	40
MEAN (14 schools reporting)	0.00	0.00	0.36	0.07	1.93	0.14	0.14	2.86

Table II-3-(d)-1a
NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Bachelor's
MEN

No data were reported.

Table II-3-(d)-1b
NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Bachelor's
WOMEN

No data were reported.

Table II-3-(d)-3a
NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Other Master's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
E. Carolina	0	0	0	0	2	0	0	2
Mankato	0	0	0	0	5	0	0	5
Sam Houston	0	0	0	0	3	0	0	3
TOTAL	0	0	0	0	10	0	0	10
MEAN (3 schools reporting)	0.00	0.00	0.00	0.00	3.33	0.00	0.00	3.33

Table II-3-(d)-3b
 NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
 Other Master's
 WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
E. Carolina	0	0	1	0	15	0	0	16
Mankato	0	0	0	0	15	0	0	15
Sam Houston	0	0	2	3	36	2	0	43
TOTAL	0	0	3	3	66	2	0	74
MEAN (3 schools reporting)	0.00	0.00	1.00	1.00	22.00	0.67	0.00	24.67

Table II-3-(d)-4a
 NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
 Post Master's
 MEN

No data were reported.

Table II-3-(d)-4b
 NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
 Post Master's
 WOMEN

No data were reported.

Table II-3-(d)-5a
 NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
 Doctoral
 MEN

No data were reported.

Table II-3-(d)-5b
NON-ACCREDITED PROGRAMS - DEGREES AND CERTIFICATES AWARDED 1990-91
Doctoral
WOMEN

No data were reported.

Table II-4. Enrollment by Sex and Ethnic Origin.

Tables II-4-(a)-1a through II-4-(a)-2b provide summary information. Tables II-4-(c)-1a through II-4-(d)-6b provide breakdowns for individual schools.

Table II-4-(a)-1a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Summary
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Bachelor's	0	0	2	1	57	0	173	233
ALA Accredited Master's	7	67	87	56	1825	132	216	2390
Other Master's	0	2	10	1	168	38	1	220
Post-Master's	0	1	0	1	27	4	1	34
Doctoral	0	15	1	6	136	50	9	217
Other Graduate Students	1	3	7	3	92	3	116	225
Other Undergraduate Students	0	1	2	1	24	0	285	313
TOTAL	8	89	109	69	2329	227	801	3632

Table II-4-(a)-1b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Summary
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Bachelor's	0	1	3	0	83	3	76	166
ALA Accredited Master's	18	245	317	196	7201	347	292	8893
Other Master's	0	2	7	1	159	42	2	212
Post-Master's	3	2	4	2	111	8	5	135
Doctoral	2	20	23	8	239	53	14	358
Other Graduate Students	3	12	38	7	495	9	349	915
Other Undergraduate Students	1	2	16	6	285	0	656	1054
TOTAL	27	284	408	220	8573	462	1394	11733

Table II-4-(b)-2a
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Summary
 MEN

	AI	AP	B	H	W	I	NA	TOTAL
Other Master's	0	0	2	2	18	1	0	23
Other Graduate Students	0	0	0	0	1	0	0	1
TOTAL	0	0	2	2	19	1	0	24

Table II-4-(b)-2b
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Summary
 WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Other Master's	0	0	4	30	154	1	4	193
Other Graduate Students	0	0	0	0	7	0	0	7
TOTAL	0	0	4	30	161	1	4	200

Table II-4-(c)-1a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Bachelor's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Clarion	0	0	0	0	2	0	0	2
North Texas	0	0	0	0	3	0	0	3
Pittsburgh	0	0	2	1	48	0	0	51
S. Conn	0	0	0	0	4	0	1	5
Syracuse	0	0	0	0	0	0	172	172
TOTAL	0	0	2	1	57	0	173	233
MEAN (5 schools reporting)	0.00	0.00	0.40	0.20	11.40	0.00	34.60	46.60

Table II-4-(c)-1b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Bachelor's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Clarion	0	0	0	0	26	1	0	27
North Texas	0	1	0	0	3	0	1	5
Pittsburgh	0	0	2	0	39	2	0	43
S. Conn	0	0	1	0	15	0	0	16

	AI	AP	B	H	W	I	NA	TOTAL
Syracuse	0	0	0	0	0	0	75	75
TOTAL	0	1	3	0	83	3	76	166
MEAN (5 schools reporting)	0.00	0.20	0.60	0.00	16.60	0.60	15.20	33.20

Table II-4-(c)-2a
 ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 ALA Accredited Master's
 MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	1	1	0	17	2	0	19
Albany	0	0	1	1	39	3	5	49
Alberta	0	0	0	0	0	0	0	20
Arizona	0	0	1	6	21	2	0	30
Berkeley	1	1	2	1	37	1	0	43
Brit. Columbia	0	1	1	0	19	0	0	21
Buffalo	0	1	0	0	32	3	2	38
BYU	0	0	0	0	41	6	0	47
Catholic	0	2	3	2	55	2	0	64
Clarion	0	0	3	0	18	6	0	27
Clark	0	2	4	0	11	3	0	20
Columbia	0	0	1	1	22	0	0	24

	AI	AP	B	H	W	I	NA	TOTAL
Dalhousie	0	0	0	0	0	0	0	16
Drexel	0	0	2	1	51	3	27	84
Emporia	0	0	1	1	45	6	0	53
FSU	0	2	0	0	25	0	0	27
Hawaii	0	14	0	0	22	0	0	36
Illinois	0	0	1	0	54	8	0	63
Indiana	0	0	0	0	92	5	0	97
Iowa	0	0	0	0	30	1	0	31
Kent State	0	0	0	0	83	5	0	88
Kentucky	1	2	1	1	43	0	0	48
LSU	0	0	1	0	24	2	0	27
Maryland	0	0	5	1	61	1	0	68
McGill	0	0	0	0	0	0	0	28
Michigan	0	2	1	1	43	1	0	48
Missouri	0	0	1	1	30	1	0	33
Montreal	0	0	0	0	0	0	0	55
NC Central	0	1	8	0	13	0	0	22
North Illinois	0	2	0	0	4	0	0	6
North Texas	0	0	2	2	47	6	1	58
Oklahoma	0	0	0	1	32	1	0	34

	AI	AP	B	H	W	I	NA	TOTAL
Pittsburgh	0	2	5	0	53	3	0	63
Pratt	0	3	18	2	23	3	1	50
Puerto Rico	0	0	0	19	0	0	0	19
Queens	1	6	3	1	43	8	0	62
RI	0	0	0	0	28	0	0	28
Rosary	1	9	2	2	54	1	0	69
Rutgers	0	0	2	0	43	3	1	49
S. Carolina	1	0	0	0	37	3	0	41
S. Conn	0	0	0	0	33	1	2	36
S. Miss	0	3	2	0	12	4	1	17
San Jose	0	6	0	3	56	0	15	80
Simmons	1	0	0	1	59	7	0	68
St. Johns	0	3	3	0	20	5	0	31
Syracuse	0	0	0	0	16	3	0	19
Tenn.	0	0	1	0	18	0	0	19
Texas	0	0	0	1	58	7	0	66
TWU	0	0	1	0	11	1	0	13
U.C.L.A.	0	2	1	2	29	1	0	35
UNC-CH	0	1	0	0	27	2	0	30
UNC-Green	0	0	1	0	24	0	0	25

	AI	AP	B	H	W	I	NA	TOTAL
Washington	0	0	0	1	36	0	0	37
Wayne State	1	0	7	2	64	4	0	78
Western Ontario	0	0	0	0	0	3	49	52
WI-Madison	0	0	0	0	28	1	0	29
WI-Milwaukee	0	1	1	2	42	4	0	50
TOTAL	7	67	87	56	1825	132	104	2390
MEAN (57 schools reporting)	0.12	1.18	1.53	0.98	32.02	2.32	1.82	41.93

Table II-4-(c)-2b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
ALA Accredited Master's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	6	3	0	97	7	0	106
Albany	0	1	3	0	178	13	17	212
Alberta	0	0	0	0	0	0	0	63
Arizona	0	3	2	2	118	1	0	126
Berkeley	1	13	2	7	69	7	0	99
Brit. Columbia	0	9	0	1	62	4	0	72
Buffalo	1	2	5	0	158	12	7	185
BYU	0	2	0	0	84	15	0	101
Catholic	0	5	14	3	211	3	0	236
Clarion	1	0	1	0	69	12	0	83
Clark	0	3	17	0	27	1	0	48
Columbia	0	2	3	2	40	4	0	51
Dalhousie	0	0	0	0	0	0	0	40
Drexel	0	0	6	0	150	2	50	208
Emporia	0	0	1	1	45	6	0	53
FSU	0	5	5	1	79	0	0	90
Hawaii	0	63	1	0	50	0	0	114

	AI	AP	B	H	W	I	NA	TOTAL
Illinois	0	1	6	1	124	15	0	147
Indiana	0	0	2	1	323	23	0	349
Iowa	0	1	2	1	66	2	0	72
Kent State	0	0	14	1	344	4	0	363
Kentucky	0	4	3	2	198	0	0	207
LSU	0	1	8	1	104	6	0	120
Maryland	0	8	10	5	235	18	0	276
McGill	0	0	0	0	0	0	0	98
Michigan	0	5	5	4	179	4	0	197
Missouri	0	2	4	0	139	6	0	151
Montreal	0	0	0	0	0	0	0	90
NC Central	0	0	33	1	102	0	0	136
North Illinois	0	3	0	1	108	1	0	113
North Texas	0	7	7	6	194	0	0	214
Oklahoma	6	5	3	0	146	1	0	161
Pittsburgh	0	3	9	2	134	11	0	159
Pratt	0	2	18	10	51	4	0	85
Puerto Rico	0	0	0	77	0	0	0	77
Queens	0	15	15	8	124	9	0	171
RI	3	0	1	0	191	0	0	195

	AI	AP	B	H	W	I	NA	TOTAL
Rosary	0	10	10	2	254	4	1	281
Rutgers	0	7	10	4	208	13	2	244
S. Carolina	1	1	10	2	181	9	0	204
S. Conn	0	3	1	0	178	4	3	189
S. Miss	0	3	4	0	35	4	0	43
San Jose	0	10	4	11	195	3	28	251
Simmons	0	0	1	3	307	21	0	332
St. Johns	0	10	5	1	82	9	0	107
Syracuse	0	1	2	0	81	15	0	99
Tenn.	0	2	4	0	96	2	5	109
Texas	0	4	4	13	178	17	0	216
TWU	0	0	5	2	168	4	0	179
U.C.L.A.	1	12	4	15	106	8	0	146
UNC-CH	0	0	3	0	116	7	0	126
UNC-Green	0	0	13	0	125	0	1	139
Washington	1	7	0	2	158	3	0	171
Wayne State	2	3	33	3	285	13	2	341
Western Ontario	0	0	0	0	0	12	176	188
WI-Madison	0	0	1	0	116	6	0	123
WI-Milwaukee	1	1	0	0	133	2	0	137

	AI	AP	B	H	W	I	NA	TOTAL
TOTAL	18	245	317	196	7201	347	292	8893
MEAN (57 schools reporting)	0.32	4.30	5.56	3.44	126.33	6.09	5.12	156.02

Table II-4-(c)-3a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Master's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	4	0	0	4
Brit. Columbia	0	0	0	0	17	0	0	17
Indiana	0	0	0	0	3	0	0	3
Kent State	0	0	0	0	2	1	0	3
NC Central	0	0	2	0	0	0	0	2
Pittsburgh	0	1	6	0	106	29	0	142
RI	0	0	0	0	1	0	0	1
Rutgers	0	1	0	1	12	1	0	15
Syracuse	0	0	2	0	23	7	0	32
Wayne State	0	0	0	0	0	0	1	1
TOTAL	0	2	10	1	168	38	1	220
MEAN (10 schools reporting)	0.00	0.20	1.00	0.10	16.80	3.80	0.10	22.00

Table II-4-(c)-3b
 ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Other Master's
 WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	5	0	0	5
Brit. Columbia	0	1	0	0	14	1	0	15
Clarion	0	0	0	0	3	0	0	3
Indiana	0	0	0	0	10	1	0	11
Kent State	0	0	1	0	9	0	0	10
NC Central	0	0	2	0	0	0	0	2
Pittsburgh	0	0	2	0	78	19	0	99
Rutgers	0	1	1	0	19	5	0	26
Syracuse	0	0	1	0	17	16	0	34
Wayne State	0	0	0	1	4	0	2	7
TOTAL	0	2	7	1	159	42	2	212
MEAN (10 schools reporting)	0.00	0.20	0.70	0.10	15.90	4.20	0.20	21.20

Table II-4-(c)-4a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Post Master's
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	1	0	0	1
Albany	0	0	0	0	2	0	0	2
Berkeley	0	0	0	0	2	0	0	2
Buffalo	0	0	0	0	1	0	0	1
Columbia	0	0	0	0	1	0	0	1
Drexel	0	0	0	0	0	0	1	1
FSU	0	0	0	0	3	0	0	3
Illinois	0	0	0	0	0	2	0	2
Indiana	0	0	0	0	1	0	0	1
Kent State	0	0	0	0	0	1	0	1
LSU	0	0	0	0	1	0	0	1
Pittsburgh	0	0	0	1	2	0	0	3
Pratt	0	0	0	0	2	0	0	2
Queens	0	1	0	0	1	0	0	2
RI	0	0	0	0	2	0	0	2
S. Conn	0	0	0	0	4	0	0	4
U.C.L.A.	0	0	0	0	1	0	0	1

	AI	AP	B	H	W	I	NA	TOTAL
UNC-CH	0	0	0	0	1	1	0	2
UNC-Green	0	0	0	0	2	0	0	2
TOTAL	0	1	0	1	27	4	1	34
MEAN (19 schools reporting)	0.00	0.05	0.00	0.05	1.42	0.21	0.05	1.79

Table II-4-(c)-4b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Post Master's
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	4	0	0	4
Albany	0	0	0	0	7	0	0	7
Berkeley	0	0	0	0	2	1	0	3
Buffalo	0	0	0	0	4	0	0	4
Catholic	0	1	0	1	6	0	0	8
Columbia	0	0	0	0	4	0	0	4
Drexel	0	0	1	0	0	0	5	6
FSU	0	0	0	0	1	0	0	1
Hawaii	0	0	0	0	3	0	0	3
Illinois	0	0	0	0	2	1	0	3

	AI	AP	B	H	W	I	NA	TOTAL
Indiana	0	0	0	0	1	1	0	2
Kent State	0	0	0	0	0	1	0	1
LSU	0	0	1	0	7	1	0	9
North Texas	0	0	0	0	3	0	0	3
Oklahoma	2	0	0	0	0	0	0	2
Pittsburgh	0	0	0	1	8	2	0	11
Pratt	0	0	1	0	1	1	0	3
Queens	0	0	0	0	1	0	0	1
RI	0	0	0	0	4	0	0	4
Rosary	0	0	0	0	15	0	0	15
Rutgers	0	0	0	0	2	0	0	2
S. Carolina	0	0	0	0	7	0	0	7
S. Conn	0	0	0	0	10	0	0	10
St. Johns	0	0	0	0	1	0	0	1
Tenn.	0	0	0	0	1	0	0	1
U.C.L.A.	0	1	0	0	0	0	0	1
UNC-CH	0	0	0	0	3	0	0	3
UNC-Green	0	0	1	0	7	0	0	8
Washington	0	0	0	0	1	0	0	1
Wayne State	0	0	0	0	5	0	0	5

	AI	AP	B	H	W	I	NA	TOTAL
WI-Madison	1	0	0	0	1	0	0	2
TOTAL	3	2	4	2	111	8	5	135
MEAN (31 schools reporting)	0.10	0.06	0.13	0.06	3.58	0.26	0.16	4.35

Table II-4-(c)-5a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Doctoral
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	3	0	0	3
Albany	0	0	0	0	6	2	2	10
Berkeley	0	0	0	1	10	5	0	16
Columbia	0	0	0	0	3	1	0	4
Drexel	0	0	0	0	0	2	4	6
FSU	0	1	0	0	7	0	0	8
Illinois	0	0	0	0	4	1	0	5
Indiana	0	1	0	0	10	7	0	18
Maryland	0	0	0	0	3	2	0	5
McGill	0	0	0	0	0	0	0	1
Michigan	0	0	0	0	2	1	0	3

North Texas	0	0	0	0	9	3	0	12
Pittsburgh	0	0	1	0	21	5	0	27
Rutgers	0	9	0	0	26	2	0	37
Simmons	0	0	0	1	3	0	0	4
Syracuse	0	0	0	0	11	9	0	20
Texas	0	0	0	1	1	2	0	4
TWU	0	1	0	1	4	2	0	8
U.C.L.A.	0	3	0	0	3	0	0	6
UNC-CH	0	0	0	0	9	4	0	13
Western Ontario	0	0	0	0	0	0	2	2
WI-Madison	0	0	0	2	1	2	0	5
TOTAL	0	15	1	6	136	50	8	217
MEAN (22 schools reporting)	0.00	0.68	0.05	0.27	6.18	2.27	0.36	9.86

Table II-4-(c)-5b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Doctoral
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	1	1	0	5	2	0	7
Albany	0	0	0	0	4	0	0	4
Alberta	0	0	0	0	0	0	0	1
Berkeley	0	2	0	0	6	2	0	10
Columbia	1	0	0	1	15	3	0	20
Drexel	0	0	0	0	9	2	4	15
FSU	0	1	4	2	16	0	0	23
Illinois	0	0	3	0	3	9	0	15
Indiana	0	0	0	1	11	6	0	18
Maryland	0	0	0	0	3	3	0	6
Michigan	0	0	3	0	6	1	0	10
North Texas	0	1	0	2	12	0	0	15
Pittsburgh	0	0	3	0	20	7	0	30
Rutgers	0	11	3	0	38	2	0	54
Simmons	0	0	0	0	10	0	0	10
Syracuse	0	0	0	0	6	4	0	10
Texas	0	1	1	0	12	5	0	19

	AI	AP	B	H	W	I	NA	TOTAL
TWU	1	2	3	2	20	1	0	29
U.C.L.A.	0	1	0	0	8	2	0	11
UNC-CH	0	0	2	0	16	1	0	19
Western Ontario	0	0	0	0	0	0	10	10
WI-Madison	0	0	0	0	19	3	0	22
TOTAL	2	20	23	8	239	53	14	358
MEAN (22 schools reporting)	0.09	0.91	1.05	0.36	10.86	2.41	0.64	16.27

Table II-4-(c)-6a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Graduate Students
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	1	0	7	0	0	8
Albany	0	0	0	1	2	1	0	4
Arizona	0	0	0	0	7	0	0	7
Buffalo	0	0	0	0	2	1	0	3
Catholic	0	0	0	0	4	0	0	4
Columbia	0	0	0	0	4	0	0	4
Illinois	0	0	0	0	1	0	8	9

	AI	AP	B	H	W	I	NA	TOTAL
Indiana	0	0	0	0	0	0	22	22
Iowa	0	0	0	0	2	0	0	2
Maryland	0	0	0	0	0	0	8	8
NC Central	0	0	2	0	2	0	0	4
North Illinois	0	0	0	0	11	0	0	11
North Texas	0	1	0	0	9	0	1	11
Pratt	0	0	0	1	1	0	0	2
Queens	0	0	0	1	7	0	0	8
RI	0	0	0	0	14	0	0	14
Rutgers	1	0	0	0	2	0	0	3
S. Carolina	0	0	2	0	6	0	8	16
S. Miss	0	0	1	0	3	0	0	4
Simmons	0	0	0	0	1	0	0	1
St. Johns	0	0	0	0	0	0	14	14
Syracuse	0	0	0	0	0	0	44	44
Tenn.	0	1	0	0	1	1	0	3
U.C.L.A.	0	0	0	0	0	0	0	3
UNC-Green	0	0	0	0	1	0	0	1
Wayne State	0	0	0	0	2	0	0	2
WI-Madison	0	1	0	0	0	0	8	9

	AI	AP	B	H	W	I	NA	TOTAL
WI-Milwaukee	0	0	1	0	3	0	0	4
TOTAL	1	3	7	3	92	3	113	225
MEAN (28 schools reporting)	0.04	0.11*	0.25	0.11	3.29	0.11	4.04	8.04

Table II-4-(c)-6b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Graduate Students
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	13	0	39	0	0	52
Albany	0	0	1	0	41	0	5	47
Arizona	0	1	0	1	20	1	0	23
Buffalo	0	0	0	0	10	1	0	11
Catholic	0	0	0	0	6	0	0	6
Columbia	0	1	1	0	17	0	0	19
Illinois	0	0	0	0	5	0	12	17
Indiana	0	0	0	0	0	1	121	122
Iowa	1	0	0	0	9	3	0	13
Kent State	0	0	0	0	5	0	0	5
Maryland	0	0	0	0	0	0	39	39

	AI	AP	B	H	W	I	NA	TOTAL
McGill	0	0	0	0	0	0	0	3
NC Central	0	0	4	1	14	0	0	19
North Illinois	2	2	2	1	71	0	0	78
North Texas	0	4	4	0	43	0	6	57
Pratt	0	0	3	2	5	0	0	10
Queens	0	1	0	2	16	0	0	19
RI	0	0	0	0	40	0	0	40
Rosary	0	0	0	0	9	0	0	9
Rutgers	0	1	1	0	56	0	0	58
S. Carolina	0	1	5	0	39	1	42	88
S. Miss	0	1	0	0	7	1	0	8
Simmons	0	0	0	0	4	0	0	4
St. Johns	0	0	0	0	0	0	23	23
Syracuse	0	0	0	0	0	0	54	54
Tenn.	0	0	0	0	4	0	0	4
TWU	0	0	0	0	0	0	18	18
UNC-Green	0	0	1	0	6	0	2	9
Washington	0	0	0	0	1	0	0	1
Wayne State	0	0	2	0	3	0	0	5
WI-Madison	0	0	1	0	0	0	27	28

	AI	AP	B	H	W	I	NA	TOTAL
WI-Milwaukee	0	0	0	0	25	1	0	26
TOTAL	3	12	38	7	495	9	349	915
MEAN (32 schools reporting)	0.09	0.38	1.19	0.22	15.47	0.28	10.91	28.59

Table II-4-(c)-7a
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Undergraduate Students
MEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	0	0	4	4
Emporia	0	0	0	0	9	0	0	9
Illinois	0	0	0	0	0	0	1	1
Indiana	0	0	0	0	0	0	82	82
Iowa	0	0	0	0	1	0	0	1
Montreal	0	0	0	0	0	0	0	17
North Texas	0	0	1	1	5	0	0	7
Oklahoma	0	0	0	0	0	0	44	44
RI	0	0	0	0	2	0	0	2
S. Carolina	0	0	0	0	0	0	4	4
S. Miss	0	0	0	0	7	0	0	7

	AI	AP	B	H	W	I	NA	TOTAL
Syracuse	0	0	0	0	0	0	58	58
Tenn.	0	0	0	0	0	0	17	17
U.C.L.A.	0	0	0	0	0	0	0	54
Wayne State	0	0	1	0	0	0	0	1
WI-Madison	0	1	0	0	0	0	4	5
TOTAL	0	1	2	1	24	0	214	313
MEAN (16 schools reporting)	0.00	0.06	0.13	0.06	1.50	0.00	13.38	19.56

Table II-4-(c)-7b
ALA PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Undergraduate Students
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
Alabama	0	0	0	0	0	0	134	134
Emporia	0	0	0	0	9	0	0	9
Illinois	0	0	0	0	0	0	3	3
Indiana	0	0	0	0	0	0	111	111
Iowa	0	0	0	0	2	0	0	2
Kent State	0	0	0	0	4	0	0	4
Montreal	0	0	0	0	0	0	0	51

	AI	AP	B	H	W	I	NA	TOTAL
NC Central	0	0	3	0	1	0	0	4
North Texas	1	1	2	4	104	0	0	112
Oklahoma	0	0	0	0	0	0	107	107
RI	0	0	0	0	14	0	0	14
Rosary	0	0	0	0	3	0	0	3
S. Carolina	0	0	0	0	0	0	46	46
S. Miss	0	1	11	2	142	0	2	157
Syracuse	0	0	0	0	0	0	62	62
Tenn.	0	0	0	0	0	0	110	110
TWU	0	0	0	0	0	0	73	73
U.C.L.A.	0	0	0	0	0	0	0	38
UNC-Green	0	0	0	0	3	0	0	3
Wayne State	0	0	0	0	3	0	1	4
WI-Madison	0	0	0	0	0	0	7	7
TOTAL	1	2	16	6	285	0	656	1054
MEAN (21 schools reporting)	0.05	0.10	0.76	0.29	13.57	0.00	31.24	50.19

Table II-4-(d)-1a
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Bachelor's
 MEN

No data were reported.

Table II-4-(d)-1b
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Bachelor's
 WOMEN

No data were reported.

Table II-4-(d)-3a
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Other Master's
 MEN

	AI	AP	B	H	W	I	NA	TOTAL
E. Carolina	0	0	2	0	11	0	0	13
Sam Houston	0	0	0	2	7	1	0	10
TOTAL	0	0	2	2	18	1	0	23
MEAN (2 schools reporting)	0.00	0.00	1.00	1.00	9.00	0.50	0.00	11.50

Table II-4-(d)-3b
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Other Master's
 WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
E. Carolina	0	0	2	0	28	0	0	30
Sam Houston	0	0	2	30	126	1	4	163
TOTAL	0	0	4	30	154	1	4	193
MEAN (2 schools reporting)	0.00	0.00	2.00	15.00	77.00	0.50	2.00	96.50

Table II-4-(d)-4a
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Post Master's
 MEN

No data were reported.

Table II-4-(d)-4b
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Post Master's
 WOMEN

No data were reported.

Table II-4-(d)-5a
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Doctoral
 MEN

No data were reported.

Table II-4-(d)-5b
NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Doctoral
WOMEN

No data were reported.

Table II-4-(d)-6a
NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Graduate Students
MEN

	AI	AP	B	H	W	I	NA	TOTAL
E. Carolina	0	0	0	0	1	0	0	1
TOTAL	0	0	0	0	1	0	0	1

Table II-4-(d)-6b
NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Graduate Students
WOMEN

	AI	AP	B	H	W	I	NA	TOTAL
E. Carolina	0	0	0	0	7	0	0	7
TOTAL	0	0	0	0	7	0	0	7

Table II-4-(d)-7a
NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
Other Undergraduate Students
MEN

No data were reported.

Table II-4-(d)-7b
 NON-ACCREDITED PROGRAMS - ENROLLMENT, FALL 1991 BY SEX AND ETHNICITY
 Other Undergraduate Students
 WOMEN

No data were reported.

Table II-5. Number of In-State or In-Province and Number of Out-of-State or Out-of-Province Students Enrolled, Including Foreign Students.

Tables II-5-a and II-5-b provide summary information. Tables II-5-c-1 through II-5-d-6 provide breakdowns for individual schools.

Table II-5-a
 ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
 Summary

	In-State	Out-of-State	Total
Bachelor's	54	4	58
ALA Accredited Master's	8007	2001	10008
Other Master's	85	35	120
Post-Master's	131	19	150
Doctoral	251	196	447
Other Graduate Students	688	123	814
Other Undergraduate Students	575	71	922
TOTAL	9791	2449	12519

Table II-5-b
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
Summary

	In-State	Out-of-State	Total
Other Master's	242	4	246
Other Graduate Students	8	0	8
TOTAL	250	4	254

Table II-5-c-1
ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
Bachelor's

	In-State	Out-of-State	Total
Clarion	27	2	29
North Texas	8	0	8
S. Conn	19	2	21
TOTAL	54	4	58
MEAN (3 schools reporting)	18.00	1.33	19.33

Table II-5-c-2
ALA PROGRAM - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
ALA-Accredited Master's

	In-State	Out-of-State	Total
Alabama	98	19	117
Albany	221	40	261
Alberta	74	5	79
Arizona	106	50	156
Berkeley	127	15	142
Brit. Columbia	67	24	91
Buffalo	202	21	223
BYU	84	64	148
Clarion	60	50	110
Clark	53	7	60
Columbia	38	37	75
Dalhousie	30	26	56
Emporia	144	136	280
FSU	85	0	85
Hawaii	111	25	136
Illinois	138	72	210
Indiana	309	137	446
Iowa	83	20	103
Kent State	439	12	451
Kentucky	148	101	249
LSU	123	16	139
Maryland	193	151	344
McGill	78	49	127
Michigan	174	70	244
Missouri	152	32	184
Montreal	131	23	154

	In-State	Out-of-State	Total
NC Central	158	4	162
North Illinois	113	6	119
North Texas	239	17	256
Pratt	122	13	135
Puerto Rico	96	0	96
Queens	209	24	233
RI	92	131	223
Rosary	329	2	331
Rutgers	252	41	293
S. Carolina	174	71	245
S. Conn	205	20	225
S. Miss	39	10	49
San Jose	323	5	328
Simmons	284	116	400
St. Johns	114	10	124
Tenn.	104	22	126
Texas	245	59	304
TWU	169	23	192
U.C.L.A.	167	14	181
UNC-CH	79	77	156
UNC-Green	163	1	164
Washington	164	44	208
Wayne State	397	22	419
WI-Madison	106	46	152
WI-Milwaukee	196	21	217
TOTAL	8007	2001	10008
MEAN (51 schools reporting)	157.00	39.24	196.24

Table II-5-c-3
ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
Other Master's

	In-State	Out-of-State	Total
Alabama	1	8	9
Brit. Columbia	17	14	31
Clarion	3	0	3
Indiana	13	1	14
Kent State	12	1	13
RI	1	0	1
Rutgers	31	10	41
Wayne State	7	1	8
TOTAL	85	35	120
MEAN (8 schools reporting)	10.63	4.38	15.00

Table II-5-c-4
ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
Post Master's

	In-State	Out-of-State	Total
Alabama	5	0	5
Albany	9	0	9
Berkeley	4	1	5
Buffalo	5	0	5
Columbia	3	2	5
FSU	2	2	4
Hawaii	3	0	3
Illinois	3	2	5
Indiana	2	1	3
Kent State	0	2	2
LSU	9	0	9

	In-State	Out-of-State	Total
Michigan	11	0	11
North Texas	4	0	4
Pratt	4	1	5
Queens	2	1	3
RI	6	0	6
Rosary	15	0	15
Rutgers	2	0	2
S. Carolina	5	2	7
S. Conn	14	0	14
St. Johns	1	0	1
Tenn.	1	0	1
Texas	0	1	1
U.C.L.A.	1	1	2
UNC-CH	3	2	5
UNC-Green	10	0	10
Washington	1	0	1
Wayne State	5	0	5
WI-Madison	1	1	2
TOTAL	131	19	150
MEAN (29 schools reporting)	4.52	0.66	5.17

Table II-5-c-5
ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
Doctoral

	In-State	Out-of-State	Total
Alabama	3	5	8
Albany	12	2	14
Alberta	1	0	1
Berkeley	15	11	26
Columbia	6	18	24
FSU	11	20	31
Illinois	10	10	20
Indiana	14	22	36
Maryland	6	5	11
Michigan	7	6	13
North Texas	20	2	22
Rutgers	54	37	91
Simmons	6	8	14
Texas	14	9	23
TWU	22	15	37
U.C.L.A.	15	2	17
UNC-CH	22	10	32
WI-Madison	13	14	27
TOTAL	251	196	447
MEAN (18 schools reporting)	13.94	10.89	24.83

Table II-5-c-6
ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
OTHER GRADUATE STUDENTS

	In-State	Out-of-State	Total
Alabama	50	10	60
Albany	47	4	51
Arizona	21	9	30
Buffalo	11	3	14
Columbia	18	5	23
Indiana	118	26	144
Iowa	11	4	15
Kent State	5	0	5
McGill	3	0	3
NC Central	23	0	23
North Illinois	85	4	89
North Texas	61	2	63
Pratt	10	2	12
Queens	27	0	27
RI	13	41	54
Rosary	9	0	9
Rutgers	61	0	61
S. Carolina	42	12	54
S. Miss	8	0	8
Simmons	5	0	5
St. Johns	37	0	37
Tenn.	5	1	6
U.C.L.A.	0	0	3
UNC-Green	10	0	10
Washington	1	0	1
Wayne State	7	0	7
TOTAL	688	123	814

	In-State	Out-of-State	Total
MEAN (26 schools reporting)	26.46	4.73	31.31

Table II-5-c-7
ALA PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL 1991
Other Undergraduate Students

	In-State	Out-of-State	Total
Alabama	0	0	134
Indiana	136	57	193
Iowa	3	0	3
Kent State	4	0	4
Montreal	126	0	126
NC Central	4	0	4
North Texas	117	0	117
RI	13	3	16
Rosary	3	0	3
S. Carolina	0	0	50
S. Miss	161	11	172
U.C.L.A.	0	0	92
UNC-Green	3	0	3
Wayne State	5	0	5
TOTAL	575	71	922
MEAN (14 schools reporting)	41.07	5.07	65.86

Table II-5-d-1
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL
1991 Bachelor's

No data were reported.

Table II-5-d-3
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL
1991

Other Master's

	In-State	Out-of-State	Total
E. Carolina	42	1	43
Mankato	29	1	30
Sam Houston	171	2	173
TOTAL	242	4	246
MEAN (3 schools reporting)	80.67	1.33	82.00

Table II-5-d-4
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL
1991 Post Master's

No data were reported.

Table II-5-d-5
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL
1991 Doctoral

No data were reported.

Table II-5-d-6
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL
1991 Other Graduate Students

	In-State	Out-of-State	Total
E. Carolina	8	0	8
TOTAL	8	0	8

Table II-5-d-7
NON-ACCREDITED PROGRAMS - IN-STATE AND OUT-OF-STATE STUDENTS, FALL
1991 Other Undergraduate Students

No data were reported.

Table II-6. Foreign Students Enrolled by Program Level and Sex.

Tables II-6-a and II-6-b provide summary information. Tables II-6-c-1 through II-6-d-3 provide breakdowns for individual schools.

Table II-6-a
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Summary

	Men	Women	Total
Bachelor's	1	4	5
ALA Accredited Master's	167	406	573
Other Master's	31	26	57
Post-Master's	5	8	13
Doctoral	50	65	115
Other Graduate Students	5	15	20
Other Undergraduate Students	0	1	1
TOTAL	259	525	784

Table II-6-b
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Summary

	Men	Women	Total
Other Master's	1	1	2
TOTAL	1	1	2

Table II-6-c-1
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Bachelor's

	Men	Women	Total
Clarion	0	1	1
Pittsburgh	0	2	2
S. Conn	1	1	2
TOTAL	1	4	5
MEAN (3 schools reporting)	0.33	1.33	1.67

Table II-6-c-2
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
ALA-Accredited Master's

	Men	Women	Total
Alabama	2	6	8
Albany	3	13	16
Alberta	1	3	4
Arizona	2	1	3
Berkeley	1	7	8
Brit. Columbia	0	4	4
Buffalo	3	12	15
BYU	6	15	21
Catholic	2	3	5

	Men	Women	Total
Clarion	6	12	18
Clark	4	6	10
Columbia	0	4	4
Dalhousie	0	5	5
Drexel	3	2	5
Emporia	6	6	12
FSU	2	5	7
Hawaii	6	8	14
Illinois	8	15	23
Indiana	5	23	28
Iowa	1	2	3
Kent State	5	4	9
Kentucky	2	4	6
LSU	2	6	8
Maryland	1	18	19
McGill	2	10	12
Michigan	1	4	5
Missouri	1	8	9
Montreal	16	7	23
NC Central	3	1	4
North Illinois	2	4	6
North Texas	6	10	16
Pittsburgh	3	11	14
Pratt	3	4	7
Queens	7	9	16
RI	0	3	3
Rosary	9	10	19
Rutgers	3	13	16
S. Carolina	3	9	12

	Men	Women	Total
S. Conn	1	4	5
S. Fla	1	3	4
S. Miss	4	4	8
San Jose	0	3	3
Simmons	7	21	28
St. Johns	5	9	14
Tenn.	0	2	2
Texas	3	19	22
TWU	0	4	4
U.C.L.A.	1	8	9
UNC-CH	2	7	9
Washington	0	3	3
Wayne State	5	12	17
Western Ontario	3	12	15
WI-Madison	1	6	7
WI-Milwaukee	4	2	6
TOTAL	167	406	573
MEAN (54 schools reporting)	3.09	7.52	10.61

Table II-6-c-3
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Master's

	Men	Women	Total
Brit. Columbia	0	1	1
Indiana	0	1	1
Kent State	1	0	1
Pittsburgh	29	19	48
Rutgers	1	5	6

	Men	Women	Total
TOTAL	31	26	57
MEAN (5 schools reporting)	6.20	5.20	11.40

Table II-6-c-4
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Post Master's

	Men	Women	Total
Berkeley	0	1	1
Illinois	2	1	3
Indiana	0	1	1
Kent State	1	1	2
LSU	0	1	1
Pittsburgh	0	2	2
Pratt	0	1	1
Queens	1	0	1
UNC-CH	1	0	1
TOTAL	5	8	13
MEAN (9 schools reporting)	.56	.89	1.44

Table II-6-c-5
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Doctoral

	Men	Women	Total
Alabama	0	2	2
Albany	2	0	2
Berkeley	5	2	7
Columbia	1	3	4
Drexel	2	2	4
FSU	1	1	2

	Men	Women	Total
Illinois	1	9	10
Indiana	7	6	13
Maryland	2	3	5
Michigan	1	1	2
North Texas	3	2	5
Pittsburgh	5	7	12
Rutgers	9	14	23
Texas	2	6	8
TWU	3	2	5
U.C.L.A.	0	2	2
UNC-CH	4	1	5
WI-Madison	2	2	4
TOTAL	50	65	115
MEAN (18 schools reporting)	2.78	3.61	6.39

Table II-6-c-6
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Graduate Students

	Men	Women	Total
Albany	1	0	1
Arizona	0	1	1
Buffalo	1	1	2
Indiana	0	1	1
Iowa	0	3	3
North Illinois	0	2	2
North Texas	2	4	6
S. Carolina	0	1	1
S. Miss	0	1	1
Tenn.	1	0	1

	Men	Women	Total
WI-Milwaukee	0	1	1
TOTAL	5	15	20
MEAN (11 schools reporting)	0.45	1.36	1.82

Table II-6-c-7
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Undergraduate Students

	Men	Women	Total
North Texas	0	1	1
TOTAL	0	1	1

Table II-6-d-1
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Bachelor's

No data were reported.

Table II-6-d-3
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Master's

	Men	Women	Total
Sam Houston	1	1	2
TOTAL	1	1	2

Table II-6-d-4
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Post Master's

No data were reported.

Table II-6-d-5
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Doctoral

No data were reported.

Table II-6-d-6
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Graduate Students

No data were reported.

Table II-6-d-7
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Undergraduate Students

No data were reported.

Table II-7. Foreign Students Enrolled by Country of Origin and Program Level.

Tables II-7-a and II-7-b provide information on the specific countries represented in six program levels.

Table II-7-a
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991 BY COUNTRY AND PROGRAM

COUNTRY	Bachelor's	ALA-Accredited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
Africa	1	0	0	0	0	0	0	1
Antigua and Barbuda	0	1	0	0	0	0	0	1
Argentina	0	2	1	0	0	0	0	3
Australia	0	0	0	0	3	0	0	3
Bahamas	1	0	0	1	0	0	0	2
Bahrain	0	2	0	0	0	0	0	2

Table II-6-d-6
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Graduate Students

No data were reported.

Table II-6-d-7
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991
Other Undergraduate Students

No data were reported.

Table II-7. Foreign Students Enrolled by Country of Origin and Program Level.

Tables II-7-a and II-7-b provide information on the specific countries represented in six program levels.

Table II-7-a
ALA PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991 BY COUNTRY AND PROGRAM

COUNTRY	Bachelor's	ALA-Accredited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
Africa	1	0	0	0	0	0	0	1
Antigua and Barbuda	0	1	0	0	0	0	0	1
Argentina	0	2	1	0	0	0	0	3
Australia	0	0	0	0	3	0	0	3
Bahamas	1	0	0	1	0	0	0	2
Bahrain	0	2	0	0	0	0	0	2

COUNTRY	Bachelor's	ALA-Accredited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
Bangladesh	0	1	0	0	1	0	0	2
Belgium	0	1	0	0	0	0	0	1
Benin	0	1	0	0	0	0	0	1
Botswana	0	1	0	0	0	0	0	1
Brazil	0	5	0	1	1	0	0	7
Burkina Faso	0	1	0	0	0	0	0	1
Cameroon	0	4	0	0	1	0	0	5
Canada	0	24	0	0	7	1	0	32
Central African Republic	0	1	0	0	0	0	0	1
Cote d'Ivoire	0	2	0	0	0	0	0	2
Dominican Republic	0	0	0	0	1	0	0	1
Ethiopia	0	1	0	0	0	0	0	1
Finland	0	1	0	0	1	0	0	2
Germany	0	7	2	0	0	0	0	9
Ghana	1	1	0	0	1	0	0	3
Greece	0	1	1	0	1	1	0	4

COUNTRY	Bachelor's	ALA-Accredited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
Guatemala	0	1	0	0	0	0	0	1
Guyana	0	1	0	0	0	0	0	1
Haiti	0	2	0	0	0	0	0	2
Hong Kong	2	25	4	0	2	1	0	34
Hungary	0	0	0	1	0	0	0	1
India	0	29	7	0	8	0	0	44
Indonesia	4	4	2	0	0	0	0	10
Iran	0	7	3	0	0	1	0	11
Israel	0	1	1	0	4	0	0	6
Italy	0	1	0	0	1	0	0	2
Jamaica	0	1	0	0	0	0	0	1
Japan	1	10	0	0	2	0	0	13
Jordan	0	2	0	0	1	0	0	3
Kenya	3	4	1	0	0	1	0	9
Korea	1	30	6	0	24	1	0	62
Kuwait	2	3	0	0	2	0	0	7
Lebanon	0	1	0	1	1	0	0	3
Malaysia	0	8	1	0	1	1	0	11
Mexico	0	1	2	0	1	0	1	5

COUNTRY	Bachelor's	ALA-Accredited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
Morocco	0	10	0	0	0	0	0	10
Netherlands	0	2	0	0	0	0	0	2
New Zealand	0	1	0	0	0	0	0	1
Nigeria	0	3	0	1	3	1	0	8
Norway	0	0	2	0	0	0	0	2
Oman	0	2	0	0	0	0	0	2
Pakistan	0	5	0	0	0	0	0	5
Papua New Guinea	0	1	0	0	0	0	0	1
People's Republic of China	12	195	16	5	30	8	0	266
Peru	0	1	0	0	0	0	0	1
Philippines	0	2	1	0	0	0	0	3
Poland	0	2	0	1	1	0	0	4
Qatar	0	1	0	0	0	0	0	1
Russia	0	3	0	0	0	0	0	3
Rwanda	0	1	0	0	0	0	0	1
Saudi Arabia	1	8	2	0	8	1	0	20

COUNTRY	Bach- elor's	ALA- Accred- ited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Under- graduate Students	TOTAL
Senegal	0	2	0	0	0	0	0	2
Sierra Leone	0	1	0	0	0	0	0	1
Singapore	0	4	0	0	0	0	0	4
Somalia	0	1	0	0	0	0	0	1
South Africa	2	2	0	0	1	0	0	5
Spain	0	3	1	1	0	0	0	5
Sri Lanka	0	1	0	0	1	0	0	2
Sudan	0	1	0	0	0	0	0	1
Swaziland	0	2	0	0	1	0	0	3
Switzerland	0	2	0	0	0	0	0	2
Taiwan	2	96	22	1	12	0	0	133
Tanzania	0	0	0	0	2	0	0	2
Thailand	0	7	0	1	2	1	0	11
Togo	0	1	0	0	0	0	0	1
Trinidad/ Tobago	0	3	0	0	2	0	0	5
Turkey	0	1	1	0	1	0	0	3
Uganda	0	1	0	0	0	0	0	1

COUNTRY	Bachelor's	ALA-Accredited Master's	Other Master's	Post Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
United Kingdom	0	9	0	0	1	0	0	10
USSR	1	0	0	0	0	0	0	1
Venezuela	0	1	4	0	1	1	0	7
Vietnam	0	2	0	0	0	0	0	2
Yugoslavia	0	3	0	0	2	0	0	5
Zambia	0	1	0	0	0	0	0	1
Zimbabwe	0	2	0	0	0	0	0	2

Table II-7-b
NON-ACCREDITED PROGRAMS - FOREIGN STUDENT ENROLLMENT, FALL 1991 BY COUNTRY AND PROGRAM

COUNTRY	Bachelor's	Other Master's	Post-Master's	Doctoral	Other Graduate Students	Other Undergraduate Students	TOTAL
People's Republic of China	0	2	0	0	0	0	2

Table II-8. Students Enrolled by Age and Sex.

Tables II-8-a-1(a) through II-8-a-2(b) provide summary information.

Table II-8-a-1(a)
ALA PROGRAMS - STUDENT ENROLLMENT, FALL 1991 BY AGE AND SEX
Summary
MEN

	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	NA	TOTAL
Bachelor's	4	13	14	14	11	6	6	5	172	245
ALA-Accredited Master's	160	505	427	393	289	128	53	34	6	2047
Other Master's	13	18	20	9	10	1	1	0	7	79
Post-Master's	0	1	7	9	9	3	2	1	0	32
Doctoral	1	29	43	44	43	12	13	7	2	196
Other Graduate Students	3	7	10	15	21	11	3	3	98	174
Other Under-graduate Students	15	11	12	14	7	1	3	1	171	289
TOTAL	196	584	533	498	390	162	81	51	456	3062

Table II-8-a-1(b)
ALA PROGRAMS - STUDENT ENROLLMENT, FALL 1991 BY AGE AND SEX
Summary
WOMEN

	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	NA	TOTAL
Bachelor's	26	6	2	3	4	6	0	0	76	123
ALA-Accredited Master's	923	1589	1276	1313	1399	903	352	137	16	8096
Other Master's	24	26	19	11	11	5	2	0	22	120
Post-Master's	1	6	17	26	26	27	16	3	1	123
Doctoral	0	21	50	72	78	52	21	8	3	315
Other Graduate Students	26	54	53	90	80	46	38	17	276	680
Other Under-graduate Students	147	84	41	38	15	10	0	0	479	852
TOTAL	1147	1786	1458	1553	1613	1049	429	165	873	10309

Table II-8-a-2(a)
NON-ACCREDITED PROGRAMS - STUDENT ENROLLMENT, FALL 1991 BY AGE AND SEX
 Summary
MEN

	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	NA	TOTAL
Other Master's	0	3	3	7	3	5	1	1	6	29
Other Graduate Students	0	0	1	0	0	0	0	0	0	1
TOTAL	0	3	4	7	3	5	1	1	6	30

Table II-8-a-2(b)
NON-ACCREDITED PROGRAMS - STUDENT ENROLLMENT, FALL 1991 BY AGE AND SEX
 Summary
WOMEN

	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	NA	TOTAL
Other Master's	4	15	24	42	54	40	8	6	24	217
Other Graduate Students	0	0	3	0	1	3	0	0	0	7
TOTAL	4	15	27	42	55	43	8	6	24	224

Table II-11. Scholarship and Fellowship Aid.

Tables II-11-a and II-11-b provide summary information. Tables II-11-c-1 through II-11-d-3 provide breakdowns for individual schools.

**Table II-11-a
ALA PROGRAMS - SCHOLARSHIP AID
Summary**

	Men		Women	
	Number	Amount	Number	Amount
Bachelor's	1	250.00	1	500.00
ALA Master's	265	885,995.16	947	3,239,484.47
Other Master's	12	44,758.00	4	27,705.00
Post-Master's	1	7,110.00	7	33,922.00
Doctoral	41	278,953.50	97	610,284.65
TOTAL	320	1,217,066.66	1056	3,911,896.12

**Table II-11-b
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Summary**

	Men		Women	
	Number	Amount	Number	Amount
Other Master's	11	3,300.00	4	1,000.00
TOTAL	11	3300	4	1000

Table II-11-c-1
ALA PROGRAMS - SCHOLARSHIP AID
Bachelor's

	Men		Women	
	Number	Amount	Number	Amount
Clarion	1	250.00	1	500.00
TOTAL	1	250.00	1	500.00

Table II-11-c-2
ALA PROGRAMS - SCHOLARSHIP AID
ALA-Accredited Master's

	Men		Women	
	Number	Amount	Number	Amount
Alabama	0	22,200.00	0	61,500.00
Albany	6	38,400.00	16	99,200.00
Alberta	1	1,500.00	9	38,350.00
Arizona	6	27,899.00	13	55,248.00
Berkeley	14	68,982.50	17	58,922.00
Buffalo	0	0.00	2	8,724.00
BYU	24	18,707.00	40	21,175.00
Catholic	3	27,150.00	6	27,150.00
Clark	0	36,691.20	0	114,248.00

	Men		Women	
	Number	Amount	Number	Amount
Columbia	15	186,258.00	35	364,964.00
Dalhousie	4	9,081.00	9	20,433.00
Drexel	4	9,474.00	14	31,603.00
Emporia	4	3,625.00	4	2,700.00
FSU	4	9,802.19	12	20,548.54
Hawaii	11	0.00	22	0.00
Illinois	1	7,656.00	8	42,473.00
Indiana	42	46,366.56	140	233,841.38
Iowa	4	3,544.00	7	7,320.00
Kent State	2	1,700.00	9	3,155.00
Kentucky	0	0.00	5	27,400.00
LSU	2	7,400.00	7	6,350.00
Maryland	1	12,800.00	8	77,700.00
McGill	3	2,800.00	18	34,954.00
Michigan	11	44,596.00	61	198,600.00
Missouri	1	500.00	2	2,000.00
Montreal	0	7,700.00	0	2,500.00
NC Central	9	3,700.00	35	17,100.00
North Illinois	0	0.00	1	500.00

	Men		Women	
	Number	Amount	Number	Amount
North Texas	4	600.00	12	2,100.00
Oklahoma	4	770.00	31	6,432.00
Pittsburgh	1	8,247.00	6	65,046.00
Pratt	2	3,900.00	1	1,000.00
Puerto Rico	1	2,500.00	3	7,500.00
Queens	0	0.00	1	10,800.00
RI	1	350.00	11	5,908.00
Rosary	8	8,250.00	28	36,835.00
Rutgers	3	2,000.00	12	8,693.50
S. Carolina	0	0.00	6	5,550.00
S. Conn	0	0.00	4	2,000.00
S. Miss	2	5,600.00	2	1,750.00
San Jose	6	9,000.00	13	27,500.00
Simmons	10	31,556.00	61	125,629.00
St. Johns	0	0.00	2	23,400.00
Syracuse	1	20,000.00	14	148,000.00
Tenn.	0	0.00	1	7,000.00
Texas	9	19,615.00	33	65,385.00
Toronto	6	28,966.00	26	116,749.00

	Men		Women	
	Number	Amount	Number	Amount
TWU	2	7,059.00	20	38,437.00
U.C.L.A.	6	28,066.00	27	64,257.00
UNC-CH	2	9,345.00	17	483,500.00
UNC-Green	0	0.00	4	14,200.00
Washington	1	3,600.00	24	71,903.00
Wayne State	16	66,167.00	58	196,150.00
Western Ontario	4	19,546.71	18	93,098.05
WI-Madison	4	1,775.00	12	19,403.00
WI-Milwaukee	0	10,550.00	0	12,600.00
TOTAL	265	885,995.16	947	3,239,484.47
MEAN (56 schools reporting)	4.73	15,821.34	16.91	57,847.94

Table II-11-c-3
ALA PROGRAMS - SCHOLARSHIP AID
Other Master's

	Men		Women	
	Number	Amount	Number	Amount
Pittsburgh	8	20,755.00	1	4,185.00
Rutgers	1	7,241.00	0	0.00

	Men		Women	
	Number	Amount	Number	Amount
Syracuse	2	13,402.00	0	0.00
Toronto	1	3,360.00	3	23,520.00
TOTAL	12	44,758.00	4	27,705.00
MEAN (4 schools reporting)	3.00	11,189.50	1.00	6,926.25

Table II-11-c-4
ALA PROGRAMS - SCHOLARSHIP AID
Post Master's

	Men		Women	
	Number	Amount	Number	Amount
Clark	0	0.00	0	1,560.00
Columbia	1	7,110.00	1	15,000.00
Kent State	0	0.00	2	5,810.00
LSU	0	0.00	1	7,400.00
Michigan	0	0.00	1	2,000.00
Oklahoma	0	0.00	2	2,152.00
TOTAL	1	7,110.00	7	33,922.00
MEAN (6 schools reporting)	0.17	1,185.00	1.17	5,653.67

Table II-11-c-5
ALA PROGRAMS - SCHOLARSHIP AID
Doctoral

	Men		Women	
	Number	Amount	Number	Amount
Albany	1	10,000.00	1	10,000.00
Alberta	0	0.00	1	15,000.00
Berkeley	4	23,713.00	5	42,718.50
Columbia	1	1,416.00	3	5,664.00
FSU	0	0.00	6	35,337.40
Illinois	1	1,547.00	6	38,311.00
Indiana	0	0.00	9	49,021.25
North Texas	4	400.00	1	10,000.00
Pittsburgh	0	0.00	1	24,140.00
Rutgers	2	28,500.00	4	29,758.00
Syracuse	6	46,000.00	2	24,889.00
Texas	2	5,885.00	11	19,615.00
Toronto	11	119,164.00	8	60,598.00
TWU	4	16,656.00	13	51,354.00
U.C.L.A.	1	5,000.00	7	57,773.00
UNC-CH	2	15,172.50	9	63,472.50

Western Ontario	2	5,500.00	10	72,633.00
TOTAL	41	278,953.50	97	610,284.65
MEAN (17 schools reporting)	2.41	16,409.03	5.71	35,899.10

Table II-11-c-6
ALA PROGRAMS - SCHOLARSHIP AID
Other Graduate Students

No data were reported.

Table II-11-c-7
ALA PROGRAMS - SCHOLARSHIP AID
Other Undergraduate Students

No data were reported.

Table II-11-d-1
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Bachelor's

No data were reported.

Table II-11-d-3
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Other Master's

	Men		Women	
	Number	Amount	Number	Amount
E. Carolina	0	0.00	3	700.00
Sam Houston	11	3,300.00	1	300.00
TOTAL	11	3,300.00	4	1,000.00
MEAN (2 schools reporting)	5.50	1,650.00	2.00	500.00

Table II-11-d-4
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Post Master's
No data were reported.

Table II-11-d-5
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Doctoral
No data were reported.

Table II-11-d-6
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Other Graduate Students
No data were reported.

Table II-11-d-7
NON-ACCREDITED PROGRAMS - SCHOLARSHIP AID
Other Undergraduate Students
No data were reported.

Table II-12. Assistantships.

Tables II-12-a and II-12-b provide summary information. Tables II-12-c-1 through II-12-d-6 provide breakdowns for individual schools.

**Table II-12-a
ALA PROGRAMS - ASSISTANTSHIPS
Summary**

	Men		Women	
	Number	Amount	Number	Amount
Bachelor's	0	0.00	4	4,000.00
ALA Master's	392	1,144,639.43	6110	3,374,664.80
Other Master's	29	193,381.00	15	134,035.00
Post-Master's	3	24,652.40	7	41,183.00
Doctoral	51	354,638.29	69	412,038.80
Other Graduate Students	2	8,500.00	0	0.00
Other Undergraduate Students	1	2,797.63	1	1,311.12
TOTAL	477.5	1,728,608.75	6205.5	3,967,232.72

Table II-12-b
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Summary

	Men		Women	
	Number	Amount	Number	Amount
Other Master's	4	6,067.00	4	14,100.00
Other Graduate Students	0	0.00	1	4,450.00
TOTAL	4	6,067.00	5	18,550.00

Table II-12-c-1
ALA PROGRAMS - ASSISTANTSHIPS
Bachelor's

	Men		Women	
	Number	Amount	Number	Amount
Catholic	0	0	4	4,000.00
TOTAL	0	0	4	4,000.00

Table II-12-c-2
ALA PROGRAMS - ASSISTANTSHIPS
ALA-Accredited Master's

	Men		Women	
	Number	Amount	Number	Amount
Alabama	0	18,000.00	0	47,057.00
Albany	4	27,200.00	12	81,600.00
Alberta	0	0.00	5	12,781.00
Arizona	3	15,740.00	10	79,572.00
Berkeley	4	8,216.92	18	30,610.41
Buffalo	3	21,500.00	15	112,500.00
BYU	2	2,550.00	5	8,350.00
Clarion	3	7,455.11	17	40,604.59
Clark	0	3,120.00	0	18,720.00
Drexel	5	0.00	9	0.00
Emporia	2	8,400.00	11	41,400.00
FSU	7	9,446.40	17	21,598.80
Illinois	45	459,157.00	86	869,922.00
Indiana	8	23,568.00	19	58,320.00
Iowa	2	4,750.00	6	14,250.00
Kent State	1	9,559.00	8	58,916.00

	Men		Women	
	Number	Amount	Number	Amount
Kentucky	11	55,000.00	18	88,250.00
LSU	11	70,850.00	44	309,260.00
Maryland	2	28,800.00	29	428,800.00
McGill	1	490.00	6	6,252.00
Michigan	3	54,000.00	4	54,000.00
Missouri	5	27,300.00	10	38,220.00
NC Central	0	0.00	2	1,437.00
North Illinois	1	4,095.00	2	8,190.00
North Texas	5	8,415.00	6	10,098.00
Oklahoma	1	6,000.00	10	48,243.00
Pittsburgh	9	40,900.00	23	111,231.00
Pratt	5	5,250.00	9	9,170.00
Puerto Rico	4	4,160.00	12	12,759.00
RI	2	11,125.00	6	40,625.00
Rosary	1	3,000.00	7	23,250.00
Rutgers	0	0.00	1	10,800.00
S. Carolina	8	31,000.00	15	36,000.00
S. Conn	1	1,800.00	4	7,200.00
S. Miss	6	12,468.00	9	20,566.00

	Men		Women	
	Number	Amount	Number	Amount
San Jose	2	3,000.00	4	6,000.00
St. Johns	4	44,512.00	9	100,152.00
Syracuse	2	32,288.00	5	80,720.00
Tenn.	1	4,138.00	9	35,173.00
Texas	3	6,455.00	7	21,515.00
TWU	0	0.00	1	2,572.00
U.C.L.A.	3	4,772.00	10	15,838.00
UNC-CH	8	42,018.00	36	211,164.00
UNC-Green	4	9,725.00	2	2,850.00
Washington	0	0.00	1	11,280.00
Wayne State	0	0.00	7	107,178.00
Western Ontario	0	0.00	5	2,395.00
WI-Madison	1	616.00	1	475.00
WI-Milwaukee	199	13,800.00	5558	16,800.00
TOTAL	392	1,144,639.43	6110	3,374,664.80
MEAN (49 schools reporting)	8.00	23,359.99	124.69	68,870.71

Table II-12-c-3
ALA PROGRAMS - ASSISTANTSHIPS
Other Master's

	Men		Women	
	Number	Amount	Number	Amount
Alabama	0	9,000.00	0	3,000.00
Pittsburgh	24	135,701.00	9	57,120.00
Rutgers	2	14,482.00	1	8,273.00
S. Miss	0	0.00	1	1,066.00
Syracuse	2	32,288.00	4	64,576.00
U.C.L.A.	1	1,910.00	0	0.00
TOTAL	29	193,381.00	15	134,035.00
MEAN (6 schools reporting)	4.83	32,230.17	2.50	22,339.17

Table II-12-c-4
ALA PROGRAMS - ASSISTANTSHIPS
Post Master's

	Men		Women	
	Number	Amount	Number	Amount
Berkeley	1	1,590.40	0	0.00
Illinois	2	23,062.00	2	23,043.00

	Men		Women	
	Number	Amount	Number	Amount
LSU	0	0.00	1	3,750.00
Oklahoma	0	0.00	1	6,000.00
Pratt	0	0.00	1	2,250.00
S. Carolina	0	0.00	1	2,500.00
UNC-CH	0	0.00	1	3,640.00
TOTAL	3	24,652.40	7	41,183.00
MEAN (7 schools reporting)	0.43	3,521.77	1.00	5,883.29

Table II-12-c-5
ALA PROGRAMS - ASSISTANTSHIPS
Doctoral

	Men		Women	
	Number	Amount	Number	Amount
Alabama	0	12,000.00	0	24,000.00
Berkeley	5	30,178.09	7	21,644.37
Buffalo	1	10,000.00	1	10,000.00
Columbia	2	12,620.00	2	14,120.00
Drexel	2	0.00	2	0.00
FSU	1	1,279.20	3	4,058.43

	Men		Women	
	Number	Amount	Number	Amount
Illinois	1	11,531.00	9	88,869.00
Maryland	2	19,200.00	1	6,400.00
McGill	1	1,352.00	0	0.00
Michigan	0	0.00	1	18,400.00
Pittsburgh	7	59,152.00	6	45,342.00
Rutgers	6	51,125.00	6	50,925.00
Syracuse	6	96,864.00	1	16,144.00
Texas	1	1,936.00	2	6,454.00
Toronto	6	14,572.00	5	17,211.00
TWU	2	5,025.00	4	9,900.00
U.C.L.A.	2	3,235.00	4	8,262.00
UNC-CH	3	14,250.00	2	7,500.00
Western Ontario	2	7,205.00	7	36,962.00
WI-Madison	1	3,114.00	6	25,847.00
TOTAL	51	354,638.29	69	412,038.80
MEAN (20 schools reporting)	2.55	17,731.91	3.45	20,601.94

Table II-12-c-6
ALA PROGRAMS - ASSISTANTSHIPS
Other Graduate Students

	Men		Women	
	Number	Amount	Number	Amount
S. Carolina	2	8,500.00	0	0
TOTAL	2	8,500.00	0	0

Table II-12-c-7
ALA PROGRAMS - ASSISTANTSHIPS
Other Undergraduate Students

	Men		Women	
	Number	Amount	Number	Amount
Berkeley	1	2,797.63	1	1,311.12
TOTAL	1	2,797.63	1	1,311.12

Table II-12-d-1
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Bachelor's

No data were reported.

Table II-12-d-3
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Other Master's

	Men		Women	
	Number	Amount	Number	Amount
E. Carolina	4	6,067.00	4	14,100.00
TOTAL	4	6,067.00	4	14,100.00

Table II-12-d-4
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Post Master's

No data were reported.

Table II-12-d-5
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Doctoral

No data were reported.

Table II-12-d-6
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Other Graduate Students

	Men		Women	
	Number	Amount	Number	Amount
E. Carolina	0	0	1	4,450.00
TOTAL	0	0	1	4,450.00

Table II-12-d-7
NON-ACCREDITED PROGRAMS - ASSISTANTSHIPS
Other Undergraduate Students

No data were reported.

Table II-13. Tuition and Fees.

Tables II-13-c-1 through II-13-d-6 provide breakdowns for individual schools.

Table II-13-c-1
ALA PROGRAMS - TUITION AND FEES
Bachelor's

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	0.00	0.00	257.50	379.50
Albany	11,890.00	29,890.00	90.00	240.00
Clarion	12,588.00	22,000.00	110.00	204.00
Drexel	10,788.00	0.00	0.00	0.00
North Texas	5,551.00	20,131.00	100.00	128.00
Pittsburgh	19,796.00	40,056.00	158.00	326.00
S. Conn	8,796.00	23,716.00	98.00	98.00
S. Miss	8,432.00	14,280.00	90.00	90.00
Syracuse	50,560.00	0.00	421.00	0.00
TOTAL	128,401.00	150,073.00	1,324.50	1,465.50
MEAN (9 schools reporting)	14,266.78	16,674.78	147.17	162.83

Table II-13-c-2
ALA PROGRAMS - TUITION AND FEES
ALA-Accredited Master's

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,904.00	7,200.00	263.00	399.00
Albany	5,004.00	9,978.00	134.00	274.00
Alberta	3,000.00	5,200.00	293.00	525.00
Arizona	2,292.00	10,401.00	80.00	289.00
Berkeley	2,008.50	6,416.00	0.00	0.00
Brit. Columbia	4,145.75	4,145.75	157.50	157.50
Buffalo	4,000.00	7,160.00	134.00	274.00
BYU	3,510.00	5,265.00	130.00	195.00
Catholic	15,876.00	12,504.00	445.00	307.00
Clarion	6,158.00	7,672.00	146.00	186.00
Columbia	24,000.00	24,000.00	500.00	500.00
Dalhousie	4,958.00	8,358.00	233.00	233.00
Drexel	18,624.00	0.00	305.00	0.00
Emporia	2,986.00	7,231.00	63.25	148.25
FSU	2,583.24	7,325.64	67.98	192.78
Hawaii	652.00	1,858.00	108.00	242.00

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Illinois	4,645.00	10,767.00	648.00	1,493.00
Indiana	3,594.00	10,368.00	99.85	288.00
Iowa	2,703.00	7,131.00	258.00	258.00
Kent State	5,274.00	10,179.00	146.50	282.75
Kentucky	2,911.00	8,251.00	101.00	299.00
LSU	3,524.00	9,124.00	225.00	370.00
Maryland	5,653.50	9,721.50	143.00	256.00
McGill	3,400.00	15,000.00	80.00	590.00
Michigan	9,078.00	18,534.00	494.00	888.00
Missouri	3,465.00	9,253.00	90.00	244.00
Montreal	1,374.00	6,000.00	50.75	0.00
NC Central	1,704.00	9,285.00	254.65	1,518.65
North Illinois	1,293.75	3,031.75	72.50	217.50
North Texas	1,569.00	5,457.00	100.00	128.00
Oklahoma	2,281.00	6,946.00	63.35	192.25
Pittsburgh	9,729.00	18,939.00	255.00	510.00
Pratt	14,844.00	14,844.00	405.00	405.00
Puerto Rico	2,862.00	0.00	55.00	0.00
Queens	2,826.20	6,000.15	95.00	198.50

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
RI	4,806.00	9,615.00	175.00	350.00
Rosary	10,340.00	10,340.00	280.00	280.00
Rutgers	6,046.60	8,632.60	183.00	270.00
S. Carolina	4,788.00	4,788.00	133.00	133.00
S. Conn	3,179.00	6,891.00	107.00	107.00
S. Miss	3,685.00	5,878.00	115.00	115.00
San Jose	1,776.00	10,108.00	0.00	246.00
Simmons	15,336.00	15,336.00	426.00	426.00
St. Johns	11,017.00	11,017.00	297.00	297.00
Syracuse	13,716.00	0.00	381.00	0.00
Tenn.	3,258.00	8,304.00	135.00	296.00
Texas	1,014.68	5,677.36	205.86	227.86
Toronto	4,955.00	20,911.00	416.00	1,571.00
TWU	1,735.00	5,746.00	165.00	188.00
U.C.L.A.	5,814.00	21,212.00	0.00	0.00
UNC-CH	2,485.40	14,221.40	97.00	830.00
UNC-Green	2,070.00	9,060.00	76.00	654.00
Washington	6,809.00	16,979.00	324.00	809.00
Wayne State	4,443.00	9,456.00	119.25	258.50

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Western Ontario	2,438.04	9,827.04	451.38	2,047.38
WI-Madison	1,512.25	4,542.75	189.00	567.75
WI-Milwaukee	1,534.15	4,564.65	234.85	613.60
TOTAL	298,190.06	516,652.59	11,206.67	22,348.27
MEAN (57 schools reporting)	5,231.40	9,064.08	196.61	392.07

Table II-13-c-3
ALA PROGRAMS - TUITION AND FEES
Other Master's

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,904.00	7,200.00	263.00	399.00
Brit. Columbia	4,145.75	4,145.75	157.50	157.50
Catholic	0.00	0.00	445.00	307.00
Indiana	0.00	0.00	99.85	288.00
Kent State	5,274.00	10,179.00	146.50	282.75
North Texas	0.00	0.00	100.00	128.00
Pittsburgh	11,350.50	22,095.50	255.00	510.00
Rutgers	8,235.00	12,150.00	183.00	270.00
S. Conn	2,537.00	6,249.00	107.00	107.00
Syracuse	16,002.00	0.00	381.00	0.00
Toronto	2,478.00	10,456.00	416.00	1,571.00
TOTAL	52,926.25	72,475.25	2,553.85	4,020.25
MEAN (11 schools reporting)	4,811.48	6,588.66	232.17	365.48

Table II-13-c-4
ALA PROGRAMS - TUITION AND FEES
Post Master's

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,904.00	7,200.00	263.00	399.00
Albany	4,170.00	8,319.00	134.00	274.00
Berkeley	2,008.50	6,416.00	0.00	0.00
Buffalo	3,200.00	6,516.00	134.00	274.00
Catholic	11,796.00	7,448.00	445.00	307.00
Clarion	0.00	0.00	146.00	186.00
Columbia	15,000.00	15,000.00	500.00	500.00
Drexel	9,994.00	0.00	305.00	0.00
FSU	2,039.40	5,783.40	67.98	192.78
Illinois	4,645.00	10,767.00	648.00	1,493.00
Indiana	0.00	0.00	99.85	288.00
Kent State	5,274.00	10,179.00	146.50	282.75
LSU	2,501.00	6,501.00	225.00	370.00
North Texas	1,046.00	3,638.00	100.00	128.00
Oklahoma	2,281.00	6,946.00	63.35	192.25
Pittsburgh	6,486.00	12,626.00	255.00	510.00

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Pratt	12,414.00	12,414.00	405.00	405.00
Queens	2,308.20	4,804.20	95.00	198.50
Rutgers	0.00	0.00	183.00	270.00
S. Carolina	3,990.00	3,990.00	133.00	133.00
S. Conn	2,537.00	6,249.00	107.00	107.00
St. Johns	7,403.00	7,403.00	297.00	297.00
Syracuse	13,716.00	0.00	381.00	0.00
Texas	1,014.68	5,677.36	205.86	227.86
U.C.L.A.	2,907.00	10,606.00	0.00	0.00
UNC-CH	1,864.05	10,666.05	97.00	830.00
Wayne State	4,443.00	9,456.00	119.25	258.50
WI-Madison	1,512.25	4,542.75	189.00	567.75
TOTAL	127,454.08	183,147.76	5,744.79	8,691.39
MEAN (28 schools reporting)	4,551.93	6,540.99	205.17	310.41

Table II-13-c-5
ALA PROGRAMS - TUITION AND FEES
Doctoral

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	3,872.00	9,600.00	263.00	399.00
Albany	8,340.00	16,630.00	134.00	274.00
Berkeley	2,008.50	6,416.00	0.00	0.00
Buffalo	6,400.00	13,032.00	134.00	274.00
Columbia	15,000.00	15,000.00	500.00	500.00
Drexel	18,624.00	0.00	305.00	0.00
FSU	2,175.36	6,168.96	67.98	192.78
Hawaii	652.00	1,858.00	0.00	0.00
Illinois	11,128.00	25,848.00	648.00	1,493.00
Indiana	8,986.50	25,920.00	99.85	288.00
Maryland	5,653.50	9,721.50	143.00	256.00
Michigan	9,078.00	18,534.00	494.00	888.00
North Texas	2,615.00	9,095.00	100.00	128.00
Pittsburgh	19,458.00	37,878.00	255.00	510.00
Rutgers	14,145.00	18,365.00	183.00	270.00
Simmons	15,336.00	15,336.00	426.00	426.00

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Syracuse	22,860.00	0.00	381.00	0.00
Texas	1,014.68	5,677.36	205.86	227.86
Toronto	8,017.00	33,546.00	0.00	0.00
TWU	1,735.00	5,746.00	165.00	188.00
U.C.L.A.	14,535.00	53,030.00	0.00	0.00
UNC-CH	3,728.10	21,332.10	197.00	830.00
Western Ontario	4,876.08	19,654.08	0.00	0.00
WI-Madison	1,512.25	4,542.75	189.00	567.75
TOTAL	201,749.97	372,930.75	4,790.69	7,712.39
MEAN (24 schools reporting)	8,406.25	15,538.78	199.61	321.35

Table II-13-c-6
ALA PROGRAMS - TUITION AND FEES
Other Graduate Students

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,904.00	7,200.00	0.00	0.00
Albany	4,170.00	8,319.00	134.00	274.00
Buffalo	0.00	0.00	134.00	274.00

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Illinois	0.00	0.00	648.00	1,493.00
Indiana	0.00	0.00	99.85	288.00
Kent State	5,274.00	10,179.00	146.50	282.75
North Texas	0.00	0.00	100.00	128.00
Pratt	0.00	0.00	405.00	405.00
Rutgers	0.00	0.00	183.00	270.00
Simmons	0.00	0.00	426.00	426.00
Syracuse	0.00	0.00	381.00	0.00
Texas	0.00	0.00	205.86	227.86
TOTAL	12,348.00	25,698.00	2,863.21	4,068.61
MEAN (12 schools reporting)	1,029.00	2,141.50	238.60	339.05

Table II-13-c-7
ALA PROGRAMS - TUITION AND FEES
Other Undergraduate Students

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
Indiana	0.00	0.00	74.55	240.00
Kent State	0.00	0.00	137.50	273.75

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
North Texas	0.00	0.00	100.00	128.00
Oklahoma	5,946.00	18,166.00	47.95	146.50
Texas	0.00	0.00	205.86	227.86
TOTAL	5,946.00	18,166.00	565.86	1,016.11
MEAN (5 schools reporting)	1,189.20	3,633.20	113.17	203.22

Table II-13-d-1
NON-ACCREDITED PROGRAMS - TUITION AND FEES
Bachelor's

No data were reported.

Table II-13-d-3
NON-ACCREDITED PROGRAMS - TUITION AND FEES
Other Master's

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
E. Carolina	2,401.50	11,423.00	119.00	399.00
Sam Houston	1,646.00	4,392.00	104.00	122.00
TOTAL	4,047.50	15,815.00	223.00	521.00
MEAN (2 schools reporting)	2,023.75	7,907.50	111.50	260.50

Table II-13-d-4
NON-ACCREDITED PROGRAMS - TUITION AND FEES
Post Master's

No data were reported.

Table II-13-d-5
NON-ACCREDITED PROGRAMS - TUITION AND FEES
Doctoral

No data were reported.

Table II-13-d-6
NON-ACCREDITED PROGRAMS - TUITION AND FEES
Other Graduate Students

	Full Degree		One Credit	
	In-State	Out-of-State	In-State	Out-of-State
E. Carolina	2,401.50	11,423.00	119.00	399.00
TOTAL	2,401.50	11,423.00	119.00	399.00

Table II-13-d-7
NON-ACCREDITED PROGRAMS - TUITION AND FEES
Other Undergraduate Students

No data were reported.

NOTES ON TABLES

Table II-1
Student Enrollment by Program and Sex

Program	Note
Buffalo	Doctoral students in the cooperative doctoral program are officially enrolled in the Graduate School of Education. There were 5 enrolled during Fall of 1991.
Clark	All students are off-campus students.
Dalhousie	The 1 one male doctoral student is in the Interdisciplinary Ph.D. Programme with the Department of Computing Science, School of Business Administration and School of Library and Information Studies. The 1 female doctoral student is in the Interdisciplinary Ph.D. Programme with the Department of Computing Science and School of Library and Information Studies.
NC Central	24 students enrolled in off-campus courses are not calculated in the School's FTE.
Pittsburgh	Figures were reported separately for IS and LS Post-Master's and Doctoral students; these were combined in the tables.
S. Fla	The School of Library and Information Science offers one undergraduate course as a service course. These students are not counted in the totals.
St. John's	Other Graduate Students are "Special Students" awaiting matriculated status.
UNC-CH	Other Master's students for Information Science do not have to declare this track until the final semester, so figures are not available.

Table II-1-a
Undergraduate Library Science Majors

Program	Note
TWU	The undergraduate program is being phased out; only 1 or 2 students were enrolled.

Table II-2
Number of Students in Sections

Program	Note
Alabama	The section with more than 50 students is offered via audio/video to 3 sites. In addition to individual studies and readings courses, 13 students were enrolled in internships and 6 were enrolled in dissertation research.
Albany	Facilities were insufficient to accommodate extra sections of a required course; fall enrollment was underestimated.
Illinois	The lecture section of the required Foundations of Library and Information Science course had an enrollment greater than 50 students. Total number of students enrolled in individual studies or reading courses includes 18 practica, 4 independent studies, 2 CAS projects and 12 Ph.D. dissertations.
McGill	Courses with enrollments over 50 included 1 class with 57, 2 classes with 60, and 1 class with 61.
Oklahoma	Figures were reported separately for the Home Campus and UCT; these are combined in the tables.

Program	Note
S. Carolina	Courses with enrollments over 50 students included 2 core courses on the Columbia campus and 2 televised core courses.
Texas	Courses with enrollments over 50 included 2 undergraduate courses and 1 introductory course.
Toronto	Sections with enrollments over 50 were an entry level required course.
UNC-CH	Courses with enrollments over 50 included 1 undergraduate survey and evaluation of children's literature and the foundations course required for all master's students.
Washington	Courses with enrollments over 50 were 4 core courses.

Table II-3
Degrees and Certificates Awarded

Program	Note
Alberta	Only totals were reported.
Dalhousie	Only totals were reported.
McGill	Only totals were reported.
Montreal	Only totals were reported.
Pittsburgh	Other Master's includes MSIS and MST students. Separate figures were reported for MSIS/MST Other Master's students and LS/IS Doctoral students but were combined in the tables.
Simmons	Data were reported for degrees awarded in January, May and October of 1991.
Toronto	Only totals were reported.

Table II-4
Enrollment by Sex and Ethnic Origin

Program	Note
Albany	The Post-Master's degree is a C.A.S. Other Graduate Students are non-degree students.
Alberta	Only totals were reported.
Brit. Columbia	"Other Master's" is the Master of Archival Studies. Foreign students are included in the other categories as appropriate, and are therefore not included in the total.
Dalhousie	Only totals were reported.
FSU	No records were available for Other Graduate Students and Undergraduate Students.
McGill	Only totals were reported.
Michigan	Data were not available for Post-Master's, Other Graduate Students and Undergraduate Students.
Montreal	Only totals were reported.
Pittsburgh	Separate figures were reported for LS and IS Post-Master's and Doctoral students but were combined for the tables.
S. Fla	Data were not available.
Toronto	Data were not available.
UCLA	Data were not available for Other Graduate Students and Undergraduate Students.

Table II-5
In-State and Out-of-State Students

Program	Note
Alabama	States are unknown for Undergraduate Students.
Alberta	Data for Other Graduate Students and Undergraduate Students were not available.
Brit. Columbia	"Other Master's" is the Master of Archival Studies.
Catholic	Data were reported for On-Campus vs. Off-Campus.
Dalhousie	Data are for In-Province/Out-of-Province. Data were reported for full-time students only.
FSU	No records were available for Other Graduate Students and Undergraduate Students.
McGill	Data are for In-Province/Out-of-Province
Michigan	Data were not available for Other Graduate Students and Undergraduate Students.
Oklahoma	Data were not available.
Pittsburgh	Data were not available.
S. Carolina	Data were not available for 50 Other Graduate Students and Undergraduate Students.
S. Fla	Data were not available.
Syracuse	Data were not available.
Toronto	Data were not available.

Program	Note
UCLA	Data were not available for Other Graduate Students and Undergraduate Students.
Washington	Data were reported separately for men and women; these figures are combined in the tables.
Western Ont	Data were not available.

Table II-6
Foreign Student Enrollment by Sex and Program

Program	Note
Brit. Columbia	"Other Master's" is the Master of Archival Studies.
Emporia	Data were not reported for Undergraduate Students taking only a single course.
FSU	No data were available for Other Graduate Students and Undergraduate Students.
Oklahoma	Data were not available.
Pittsburgh	Data were reported separately for LS and IS Post-Master's and Doctoral students, but were combined for the tables.
Syracuse	Data were not available.
Toronto	Data were not available.
UCLA	Data were not available for Other Graduate Students and Undergraduate Students.
UNC-Green	Data were not available.

Table II-7
Foreign Students Enrolled by Country and Program

Program	Note
Brit. Columbia	"Other Master's" is the Master of Archival Studies.
Toronto	Data were not available.
UNC-Green	Data were not available.

Table II-8
Students Enrolled by Age and Sex

Program	Note
Alberta	Data for Other Graduate Students and Undergraduate Students were not available.
Brit. Columbia	"Students Enrolled by Age and Sex" includes full-time plus part-time. "Other Master's" is the Master of Archival Studies.
Drexel	Only totals were reported.
Emporia	Data were not reported.
Iowa	Data were not available for Other Graduate Students.
Michigan	Data were not available for Other Graduate Students and Undergraduate Students.
Missouri	Data were not available.
N. Illinois	Data were not available.
Oklahoma	Data were not available.

Program	Note
Pittsburgh	Data were not available.
RI	Data were available only for ALA Master's students.
S. Fla	Data were not available.
Toronto	Data were not available.
UCLA	Data were not available for Other Graduate Students and Undergraduate Students.
Western Ont	Only totals were reported.

Table II-11
Scholarship/Financial Aid Awarded

Program	Note
Brit. Columbia	"ALA Master's" includes Master of Archival Studies.
Emporia	Figures do not include tuition reductions for graduate assistants.
Hawaii	11 men and 22 women received tuition waivers.
Illinois	2 female ALA Master's students received fellowships; 2 received tuition and fee waivers. 1 male Doctoral student received a fall tuition and fee waiver only. 4 female doctoral students received fellowships; 2 received tuition and fee waivers.
Pittsburgh	Data were reported separately for LS and IS Doctoral students; these figures were totalled for the tables.
S. Fla	No data were reported.

Program	Note
Simmons	Figures are based on Fall 1990, Spring 1991 and Summer 1991 grant and scholarship funds; loans are not included.
St. John's	Figures include a \$10,800 HEA Fellowship, a \$3,600 University Subsidy, and a \$9,000 African Student.
UCLA	The table provides only a limited picture of financial support to GSLIS students, including only those awards directly administered by the School. It does not include financial aid based on need, loans, and other types of University support.

Table II-12
Assistantships Awarded

Program	Note
Drexel	Numbers were reported, but assistantship amounts were not.
Emporia	Figures do not include assistantships awarded to students working in other departments.
Queens	No data were reported.
S. Fla	No data were reported.
St. John's	1 year tuition plus stipend.
Tenn.	Assistantship figures are for the annual stipend, not including waiver of in-state/out-of-state maintenance/tuition fees.
TWU	Data are for the Fall 1991 semester only.
UCLA	GSLIS also supports students who hold appointments as student assistants in the School's laboratory: 2 men (\$2,225) and 7 women (\$8,074) for Fall 1991.

Table II-13
Tuition and Fees

Program	Note
Alberta	Tuition and fees are approximations.
Brit. Columbia	Tuition and fees are for two years. "Other Master's" is the Master of Archival Studies.
BYU	Tuition and fees are for LDS vs. Non-LDS Students.
Clark	Students pay tuition only; no tuition and fee data were reported.
Columbia	Tuition and fees for the ALA Master's Program are for 2 years. Tuition and fees for the Post-Master's and Doctoral programs are for 10 required courses.
Dalhousie	Data are for Canadian vs. Non-Canadian students.
Emporia	Figures for the full degree are based on the shortest possible enrollment, regular semesters and 1 summer semester of 6 credits. Students taking courses offered out-of-state pay \$6,930 for the full degree and \$165 for 1 credit; the tables include only figures for out-of-state students taking courses on campus.
FSU	The One Credit figure reflects tuition only -- with fees included, the total registration fee per credit hour in state is \$87.36 at the graduate level. The total registration fee per credit hour for out-of-state students is \$289.77 at the graduate level.
Illinois	Tuition and fees for ALA Master's and Post-Master's students are based on 3 consecutive semesters. Tuition and fees for doctoral students are based on 7 consecutive semesters. Tuition and fees for one credit are based on the range of 0 through 1.25 units during the academic year, where 1 unit = 4 semester hours.
Indiana	1990 figures were reported for doctoral students.

Program	Note
LSU	Tuition and fees for the ALA master's are based on 3 regular and one summer semesters, which is a typical duration. 2 semesters and 1 summer is possible but rare. The CLIS requires 24 hours and is typically completed in 2 semesters and 1 summer.
McGill	Tuition and fees were reported in Canadian dollars.
Michigan	Tuition and fees for students in the Ph.D. program are the same as master's level until the student is advanced to candidacy. As a Ph.D. candidate, the student pays \$2,155 in tuition and fees regardless of residency and number of hours enrolled.
Missouri	Figures for One Credit do not include a \$6.25 per hour activities fee.
Montreal	Full Degree tuition and fees are for 1 year (2 semesters).
Oklahoma	Tuition and fee data were reported separately for Lower Division and Upper Division Undergraduate Students; the mean of the two figures was used in the tables.
Pittsburgh	High and low figures were given for Post-Master's tuition and fees; the mean is reported in the table. The figure for Doctoral student tuition and fees is a minimum.
RI	Full Degree tuition and fees are based on 3 semesters of full-time study, the shortest time in which the program can be completed. Eligible students from Massachusetts, New Hampshire and Maine pay \$253 for One Credit or \$6,870 for 3 semesters of full-time study.
S. Conn	Full Degree ALA Master's tuition and fees are for 1 academic year plus 1 6 credit summer session (36 hours). Other Master's and Post-Master's tuition and fees are for 1 academic year (30 hours).
S. Fla	No data were reported.

Program	Note
San Jose	In-State tuition and fees are not computed on one credit; 1 to 6 units = \$392.
Simmons	Alumni of the school may audit a course at half tuition.
Toronto	Figures were reported for Domestic/Foreign student tuition and fees. ALA Master's tuition and fees are for 2 sessions. Other Master's tuition and fees are for a 12 month program. Doctoral tuition and fees assume the degree is completed within 5 years.
UCLA	Courses are not offered on a fee per credit basis, except during summer session.
UNC-Green	Full Degree tuition and fees are based on 36 semester hours.
Washington	There is a two credit minimum.

CURRICULUM

By

Daniel D. Barron and Cassandra Perrine

This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1990-1991 academic year.

The abbreviations used in the tables are: "ALA-PRO" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "NOT-ALA" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

For those schools on the quarter system, the notation (qt) will be used. Some schools have indicated that "units" or "courses" are used instead of a specific number of hours of credit as guidelines for degree requirements, in which case, these are indicated as the respondents reported them. Following each table will be listed descriptive information which does not lend itself to the general reporting pattern of the table but is important to the interpretation of the question asked.

A total of 61 schools reported this year as compared to 65 last year. Of these, 59 questionnaires were received from schools which have master's degree programs accredited by the American Library Association. All of the questionnaires received were usable; however, as has been the case each year, for a number of unidentified reasons, respondents, in some instances, did not complete each item; therefore, the totals in all tables may not always add up to the 61 received.

ACADEMIC YEAR DIVISION

Type of Division

Respondents were asked to describe the division of their academic year. Table III-1 presents a summary of their responses.

Table III-1 TYPE OF ACADEMIC YEAR DIVISION			
Division	ALA-PRO	NOT-ALA	TOTAL
Semester	52	1	53
Quarter	3	1	4
Trimester	4	0	4
TOTAL SCHOOLS REPORTING	59	2	61

Number of Weeks per Term

Table III-2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T" preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (No/Wks) where "No"=number of sessions and "Wks"=number of weeks in the sessions.

Table III-2 NUMBERS OF WEEKS PER TERM				
Schools	Trimester / Semester	Quarter	Summer Sessions /Weeks	Total Weeks
Alabama	15		2/5	40
Albany	15		3/6	48
Alberta	13		2/6	38
Arizona	15		3/3,5,5	43
Atlanta	16F,18S		1/6	40
Brigham Young	T16		2/8	47
British Columbia	13		1/12,1/6	44
Buffalo	15		2/6	42
Calif. Berkeley	15		1/8	38

**Table III-2
NUMBERS OF WEEKS PER TERM**

Schools	Trimester / Semester	Quarter	Summer Sessions /Weeks	Total Weeks
Calif.LA	10		2/6	42
Catholic	14		2/6	40
Clarion	15		2/5	40
Columbia	14		1/6	34
Dalhousie	14		2/3	34
Drexel	10 (+1 wk. of exams)	10	1/10	40
*East Carolina	15		2/6	42
Emporia State	17		1/7, 1/2	43
Florida State	15		1/8	38
Hawaii	15		2/6	42
Illinois	16		1/8	40
Indiana	16		1/6, 1/8	46
Iowa	15		1-8	38
Kent	15		1/8, 2/5	48
Kentucky	16		1/8, 1/4	44
Louisiana	15		1/9	39
*Mankato		10	2/5	40
Maryland	15		2/6 or 8	46/48
McGill	14		2/3	34
Michigan	T15		2/7.5	45
Missouri	16		2/4	40
Montreal	15		0	30
NC Chapel Hill	15		2/5.5	41

**Table III-2
NUMBERS OF WEEKS PER TERM**

Schools	Trimester / Semester	Quarter	Summer Sessions /Weeks	Total Weeks
NC Central	15		2/6	42
NC Greensboro	16		2/5.5	43
Northern Illinois	16		1/8	40
North Texas	16		2/5	42
Oklahoma	16		2/4	40
Pittsburgh	T15		2/7	44
Pratt	15		2/6	42
Puerto Rico	15		1/6	36
Queens	15		1/6	36
Rhode Island	14		1/5, 1/10	43
Rosary	14		2/7	42
Rutgers	15		2/3	36
St. John's	14		2/5	38
San Jose	15		3/3, 6, 12	51
Simmons	15		1/6	36
South Carolina	15		2/5	40
South Florida	15		2/7, 1/10	54
Southern Connecticut	16		2/5	42
Southern Mississippi	15		2/5, 1/10	50
Syracuse	14		2/6	40
Tennessee	15		2/5	40
Texas	15		2/5.5	41

Table III-2 NUMBERS OF WEEKS PER TERM				
Schools	Trimester / Semester	Quarter	Summer Sessions /Weeks	Total Weeks
Texas Woman's	15		2/4.5	39
Toronto	15		1/6	36
Washington		11	2/4.5	42
Wayne State	15		2/7	44
Western Ontario	T14		1/14	42
Wisconsin Madison	16		2/4, 1/3, 1/8	51
Wisconsin Milwaukee	16		2/4, 8	44

Wisconsin Madison also has a three-week and an eight-week session between spring and summer semesters and two, four-week sessions concurrently run with an eight week session.

DEGREE PROGRAMS AND CREDIT HOUR REQUIREMENTS

In this section the various degree programs are described. These include the requirements for undergraduate, both major and minor degree; master's; post-master's; and doctoral programs.

Undergraduate Program

A total of ten schools with accredited programs reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in ten schools with accredited programs and one whose program is not ALA accredited. The number of hours required by each school for a major is displayed in Table III-3 and the hours for a minor is displayed in Table III-4.

Table III-3 Undergraduate Major Degree Academic Hour Requirements	
Hours	Schools
18	Wisconsin-Madison (certificate)
24	North Texas (Lib & Info Sci)
25	Southern Mississippi (Lib Sci)
27	Southern Mississippi (School Certification)
30	Pittsburgh (Info Sci) Southern Connecticut (Lib Sci)
37	Syracuse (Info Studies)
43	Albany (Info Sci)
45	Clarion
48	Drexel (Info Sci)

Table III-4 Undergraduate Minor Degree Academic Hour Requirements	
Hours	Schools
15	Pittsburgh (info sci)
18	Syracuse (info studies), Albany (info sci), Southern Connecticut (Lib Sci), Southern Mississippi (Lib Sci), Wisconsin Madison (cert.)
20	Drexel (Info Sci)
21	Illinois (Lib Sci)
24	*Mankato (Lib Sci), North Texas (Lib Sci and Info Sci)
30	Montreal (Archives/Records Management)

Master's Degree Program

Table III-5 contains data related to the number of hours a person must complete to be awarded the master's degree. All schools report having a master's degree program.

Table III-5 Master's Degree Academic Credit Hour Requirements	
Hours	Schools
28	California-Berkeley
30-36	Clark Atlanta
36	Oklahoma
36	Alabama, Albany(MLS), Buffalo, Catholic, Clarion, Hawaii (MLIS), Indiana, Kent (MLS), Kentucky, Maryland, Michigan, Missouri, NC-Central, NC-Greensboro, North Texas, Oklahoma (MLIS), Pittsburgh (MLS & MSIS), Pratt, Queens, Rosary (MALS), Rutgers (MLS), St. John's, Simmons, South Carolina, South Florida, Southern Connecticut, Syracuse (MLS), Texas, Texas Woman's (MLS), Wayne, Wisconsin-Madison, Wisconsin-Milwaukee (30 w/previous masters)
37	Louisiana
38	Arizona, Brigham Young, *East Carolina, Florida State
39	Northern Illinois, Tennessee
40	Illinois (10 units)
41	Southern Mississippi
42	Emporia, Puerto Rico, Rhode Island, San Jose, Syracuse (IRM)
44	*East Carolina (MAED)
45	Rutgers (MCIS)

Table III-5 Master's Degree Academic Credit Hour Requirements	
Hours	Schools
48	Alberta, Columbia, Dalhousie (+ 2 non-credit courses), Drexel, (48-60 qt.), NC-Chapel Hill, Texas Woman's (MA), Pittsburgh (MST)
51	*Mankato
54	McGill
56	Montreal (with thesis), Montreal (without thesis)
60	British Columbia
63	Washington (qt.)
72	Calif.LA (qt.)

Alberta indicates that 13 single courses plus a thesis or 15 single courses and a project.

Dalhousie 16 credit courses + 2 non-credit courses (1 credit course=3 hours)

Texas Woman's requires 36 hrs. plus professional paper and practicum for MLS

Toronto indicates that 16 half courses are required for MLS; 12 half courses for MIS

Western Ontario indicates that 15 courses are required

Post-Master's Programs

A variety of labels are offered for the degree which immediately follows the master's (e.g., Sixth Year, Specialist, Advanced Studies). Thirty-four schools indicate that they offer a degree program that is to be considered between the master's and doctoral programs. For convenience, this degree is called a "post master's" in this report. Table III-6 contains a summary of the data gathered from the questionnaire in which respondents were asked whether or not they had a such a degree program and how many hours were required for it. Some respondents indicated that a certificate, not a degree is awarded, while other indicate that a certificate is related to the degree. A summary of those data follow in the section, "Certificate Programs."

Table III-6
Post-Master's Degree
Academic Credit Hour Requirements

Hours	Schools
12	Texas (endorsement of specialization), Emporia
15-30	NC-Greensboro (certificate)
17	Hawaii
20	Calif. Berkeley
24	Catholic (certificate), Clarion, Kent, Louisiana, North Texas, Pittsburgh, Rutgers (6th year), St. John's, Wisconsin Madison
30	Alabama, Albany, Buffalo, Clark Atlanta (or 8 courses + thesis), Columbia, Florida State, NC Chapel Hill, Oklahoma, Pratt, Queens, South Carolina, Southern Connecticut, Wayne State
32	Drexel (qt.)
36	California-LA (qt.), South Florida, Syracuse
40	Illinois
54	Pittsburgh (CAS)
60	Indiana

Doctoral Programs

Table III-7 contains a summary of the academic credit hour requirements reported by the twenty-five schools which offer the doctoral program. No school without an ALA accredited master's degree program offers the doctoral degree.

Table III-7
Doctoral Degree
Academic Hour Requirements

Hours	Schools
30	Columbia
36	NC-Chapel Hill
50	Michigan, Texas (but varies)
54	Pittsburgh (LS or IS) (beyond masters)
54-60	Buffalo (+an MLS)
60	Albany (+1 yr. diss.), Drexel (qt.), Maryland, North Texas, Rutgers (+24-30 transfer credits), Simmons
72	Alabama
78	Syracuse
80	Illinois (20 units)
90	Indiana (including 30 from MLS), Texas Woman's (beyond BA)

Alabama indicates that 48 academic hours plus 24 dissertation research hours are required

California, Berkeley indicates that no specified number of hours are required

Florida State indicates 2 full-time (12 hrs.) semesters minimum.

Hawaii indicates that the degree does not have a set credit requirement

Maryland indicates that 12 of the hours are for dissertation research

McGill indicates their doctorate program is individualized for each candidate. (Ad Hoc Program)

Michigan indicates that 36 of the 50 must be in formal course work

NC Chapel Hill indicates 36+ dissertation hours

Toronto indicates that number of courses varies.

Wisconsin-Madison indicates no specific credit requirements, but residence for one full-time academic year (9 credits) is required

Wisconsin-Milwaukee indicates a multidisciplinary program with credits that vary for each major program and dissertation

Western Ontario indicates that 9 courses are required

Summary of Degree Requirements

Table III-8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III-8 SUMMARY OF DEGREE HOUR REQUIREMENTS					
School	Undergraduate		Master's	Post-Master's	PH.D
	Major	Minor			
Alabama			36	30	48-24
Albany	43	18	36	30	60+1 yr. diss.
Alberta			13 or 16 courses		
Arizona			38		
Brigham Young			38		
British Columbia			60		
Buffalo			36	30	54-60 +ML
California Berkeley			28	20	?
California LA			72(qt.)	36	12(qt.)
Catholic			36	24	
Clarion	45		36	24	
Clark Atlanta			30-36	30 (or 8 courses + thesis)	
Columbia			48	30	30
Dalhousie			18 courses		
Drexel	48	20	48-60 (qt.)	32 (qt.)	60 (qt.)
*East Carolina			38		

Table III-8
SUMMARY OF DEGREE HOUR REQUIREMENTS

School	Undergraduate		Master's	Post-Master's	PH.D
	Major	Minor			
Emporia			42	12	
Florida State			38	30	2 full sems.
Hawaii			36	17	
Illinois		21	40	40	80
Indiana			36	60	90
Iowa			33		
Kent			36	24	
Kentucky			36		
Louisiana			37	24	
*Mankato		24	51		
Maryland			36		72
McGill			54		
Michigan			36		50
Missouri			36		
Montreal		30	56		
NC Chapel Hill			48	30	36+diss.
NC Central			36		
NC Greensboro			36	15-30	
Northern Illinois			39		
North Texas	24	24	36	24	60
Oklahoma			36 MLIS	30	
Pittsburgh	30 (IS)	15 (IS)	36 (IS&LS) 48 (MST)	24 (CAS-IS&LS)	54 (IS&LS)
Pratt			36	30	

Table III-8
SUMMARY OF DEGREE HOUR REQUIREMENTS

School	Undergraduate		Master's	Post-Master's	PH.D
	Major	Minor			
Puerto Rico			42		
Queens			36	30	
Rhode Island			42		
Rosary			36		
Rutgers			36 (MLS), 45 (MCIS)	24	60 +24- 30 transfer
St. John's			36	24	
San Jose			42		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Connecticut	30	18	36	30	
Southern Mississippi	25	18	41 27 (school library media)		
Syracuse	37	18	36 MLS/ 42 IRM	36 (CAS)	78
Tennessee			39		
Texas			36	12 (MSLIS) 30 (cert.)	50
Texas Woman's			48 MA/ 39MLS		90+BA

**Table III-8
SUMMARY OF DEGREE HOUR REQUIREMENTS**

School	Undergraduate		Master's	Post-Master's	PH.D
	Major	Minor			
Toronto			16 half courses (MLS) 12 half courses (MIS)		# varies
Washington			63(qt.)		
Wayne State			36	30	
Western Ontario			15 courses		9 courses
Wisconsin Madison	18 (cert.)		36	24	1 acad. yr.
Wisconsin Milwaukee			36	24	varies

Certificate Programs

Respondents were asked to indicate if they offer a certificate program and whether or not it is related to a degree. Table III-9 provides a summary of these data. In the table, CAS stands for Certificate of Advanced Studies.

**Table III-9
CERTIFICATE PROGRAMS**

School	Name/Area of Certification	Degree Related
Alabama	A-Level School Media Certificate	no
Albany	CAS	MLS
Buffalo	School Library Media	MLS
California Berkeley	Cert. of Completion	yes
California LA	Post Masters	PM
Catholic	Post Masters	no

**Table III-9
CERTIFICATE PROGRAMS**

School	Name/Area of Certification	Degree Related
Clarion	School Library Supervisor Public Library Certificate CAS	CAS/ MSLS BS no
Columbia	CAS Preservation Administration Conservator	no no MS
Drexel	CAS	no
*East Carolina	Media Supervisor	no
Emporia	School Library Media Certificate CAS in Info Management Certificate in Info Studies	no MLS* no
Florida State	School Library Media	MLS
Hawaii	Information Studies Archives/Records Management	no no
Indiana	School Library Services Public Library Management	no no
Iowa	School Media Specialist	MA
Kent	School Library Certification A	MLS
Louisiana	CLIS	CAS
*Mankato	Media Generalist Media Supervisor	no MS
Montreal	Certificate in Archives/Records Management	no
NC Chapel Hill	CAS	no
NC Greensboro	Media Coordinator Media Supervisor Public Library Certificate	MLS no MLS
North Texas	Learning Resources	no
Northern Illinois	Media	no

**Table III-9
CERTIFICATE PROGRAMS**

School	Name/Area of Certification	Degree Related
Oklahoma	CAS School Library Media Specialist	no MLS
Pittsburgh	CAS Agriculture Information Children's Literature	no MLS, MSIS, or PH.D BA
Rosary	Certificate of Special Studies: Law Librarianship Library Administration Technical Services	MALS MALS MALS
Rutgers	Sixth Year Specialist Professional Development	no no
San Jose	School Media Credential	MLS
Simmons	UMS (Media Specialist)	MS
Southern Connecticut	School Media Specialist	MLS
Southern Mississippi	School Media Specialist	LS
South Florida	LIS	ED.S
St. John's	Post Master's	no
Syracuse	Gerontology Info Systems and Telecommunications	no MLS
Texas	Learning Resources Specialist	MLIS
Texas Woman's	LRE for School Librarians	MLS
Wayne	Archival Administration	MSLS
Wisconsin Madison	Specialist Certificate Undergraduate	no no
Wisconsin Milwaukee	Advanced Study	no

Emporia indicates that school library media certificate may be completed prior to completion of MLS and the certificate of Information Studies may be used as an introduction to the degree program

Wayne indicates that certificate can be either degree related or not

Joint Programs

Table III-10 contains a summary of the data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or units in the institution. In some instances, joint degree programs are reported to have been developed between institutions as well within the parent institution of the LIS program.

Table III-10 JOINT DEGREE PROGRAMS ACADEMIC HOUR REQUIREMENTS			
School	Hours in Lib/Info Sci	Hours in Other Discipline	Other Discipline
Albany	18	16	English & History
British Columbia	54	6	History
Buffalo	36 18 30	30 42 81	Music Higher Ed Law
California Berkeley	22 22 22	6 6 6	Law Near East Std. History of Art
California LA	48 (qt.) 48 48	84 (qt.) 36 24	Management History Latin Am. Std.
Catholic	27 30 30-36 30 30 30 30	84 21 24-30 24 24 24 24	Law(JD) History Biology Musicology English Greek Lit. & Latin

**Table III-10
JOINT DEGREE PROGRAMS
ACADEMIC HOUR REQUIREMENTS**

School	Hours in Lib/Info Sci	Hours in Other Discipline	Other Discipline
Columbia	42-48 42-48	30+ 30+	E.Asian Stud. Soviet Studies
Emporia	36 36 36 36	26-30 24-32 26 31	English History Music Business
Hawaii	9 9 9 9 9	21 21 21 21 9	Amer. Studies Computer Sci. History Pacific Is. Std. Law
Indiana	30 30 30 30 30 30 30 30	31 20 20 21 80 30 21 33	Art History Compar. Lit. History Journalism -Law Music Phil. Science Public Affairs
Iowa	27	33-51	Business
Louisiana	37 (x listed)	24	Systems Sci.
Maryland	24 24	24 27	History Geography
NC Central	27	77	Law
North Texas	30	24	History
Oklahoma	27 30-33	36-45 30	Business Education
Pittsburgh	36		Pitt. Theo. Seminary
Pratt	36	85	Brooklyn Law School

Table III-10
JOINT DEGREE PROGRAMS
ACADEMIC HOUR REQUIREMENTS

School	Hours in Lib/Info Sci	Hours in Other Discipline	Other Discipline
Rhode Island	36 36	24 27	History Public Admin.
Rosary	30 12 30 30 30	2 1/2 yrs. 36 24 2-4 yrs. 36	McCormick Div. Business BA/MALS Loyola Pub. Hist. NWestern Music Hist.
St. John's	24 24	21 21	Pharmacology Gov/Politics
Simmons	28	24	Education
South Carolina	27 30	28 30	English Appl. History
Southern Connecticut	36 36 36 36 36	30 30 30 30 86	Chemistry English History Instruct. Tech. Law
Southern Mississippi	33	24	History
Syracuse	24	76	Law
Washington	31	14	Law
Wisconsin Madison	36	12	Public Admin.
Wisconsin Milwaukee	30 30 30 30 30	18 18 18 30 18	Geography History Music Urban Affairs English

Kent indicates that joint degrees are possible with any other unit
upon petition to graduate college

Northern Illinois indicates that dual master's is possible with all

graduate programs on campus with 3 courses from each can be accepted

Pratt offers a JD with Brooklyn Law School

Southern Connecticut offers a joint program with the University of Connecticut School of Law

PART-TIME COURSEWORK

UCLA indicated that they accept part-time students as long as they register for at least eight quarter hours. Albany and Drexel indicated that they do not accept part-time undergraduate students. Florida State, Hawaii, Syracuse, and Toronto do not accept part-time doctoral students. Maryland requires one year of full-time residency for doctoral students and does not allow part-time post doctoral students. Montreal permits part-time attendance by four or five students a year. With those exceptions, all programs permit part-time students into their programs.

MAXIMUM AND MINIMUM TIMES FOR COMPLETION OF PROGRAM

Tables III-11 through III-13 contain data related to the maximum and minimum times allowed for completion of degree programs. The minimum time ranges from nine to twenty-four months for the master's, eight to twenty-four months for the post-master's, and nine to thirty-six months for the doctoral degree.

The maximum time allowed for completing a degree ranges from three to ten years for the master's, three to seven years for the post-master's, and three to fourteen years for the doctoral degree.

Table III-11 MINIMUM TIME FOR COMPLETION OF DEGREE PROGRAMS					
Number of Months	Master's		Post-Master's		PH.D
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	
8			1		
9	5		8		1
10			6		
10.5	1		2		
12	37	2	10		2
14	1				

Table III-11 MINIMUM TIME FOR COMPLETION OF DEGREE PROGRAMS					
Number of Months	Master's		Post-Master's		PH.D
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	
15	3				
16	4				
17	1				
18	5				2
20-24					1
24	2		24		9
27					1
30					2
36					4
48	1				

Table III-12 MAXIMUM TIME FOR COMPLETION OF DEGREE PROGRAMS					
Number of Years	Master's		Post-Master's		PH.D
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	
3	1		2		1
3.5	1				
4	6		6		2
5	18		8		2
5.5	1				
6	22	1	9		5
7	7	1	4		7
8	2				2
9					3
10	1				2

Table III-12 MAXIMUM TIME FOR COMPLETION OF DEGREE PROGRAMS					
Number of Years	Master's		Post-Master's		PH.D
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	
14					1

Table III-13 MINIMUM AND MAXIMUM TIMES FOR COMPLETION OF DEGREE PROGRAMS BY SCHOOL						
Schools	Master's		Post- Master's		PH.D	
	Min	Max	Min	Max	Min	Max
	Mos	Yrs	Mos	Yrs	Mos	Yrs
Alabama	12	6	10	6	24	6
Albany	12	6	10	5	24	8
Alberta	16	4				
Arizona	12	6				
Brigham Young	12	5				
British Columbia		5				
Buffalo	12	5	9	5	24	7
California Berkeley	9		9		24	
California LA	15	3.5			27	6
Catholic	12	5	9	4		
Clarion	12	6	12	6		
Clark Atlanta	12	5	24	6		
Columbia	18	5	10	4	9 + diss	9
Dalhousie	16	6				
Drexel	9	7	9	3	24	5
*East Carolina	12	6				

Table III-13
MINIMUM AND MAXIMUM TIMES FOR COMPLETION OF DEGREE
PROGRAMS
BY SCHOOL

Schools	Master's		Post-Master's		PH.D	
	Min	Max	Min	Max	Min	Max
	Mos	Yrs	Mos	Yrs	Mos	Yrs
Florida State	12	6	12	6	12	6
Hawaii	12	5	12	5	36	7
Illinois	9	5	9	5	30	6
Indiana	12	5	24	7	36	14
Iowa	12	10				
Kent	12	6	9	4		
Kentucky	12	8				
Louisiana	12	6	9	6		
*Mankato		7				
Maryland	10.5				36	9
McGill	16	5				
Michigan	12	6			24	7
Missouri	12	8				
Montreal	24	4				
NC Chapel Hill	15	5	12	5	36	8
NC Central	9	6				
NC Greensboro	18	5		5		
Northern Illinois	12	6				
North Texas	12	6				10
Oklahoma	12	5	12	5		
Pittsburgh	12 MLS & MSIS 16 MST	4 5	8	4	20- 24	6

Table III-13
MINIMUM AND MAXIMUM TIMES FOR COMPLETION OF DEGREE
PROGRAMS
BY SCHOOL

Schools	Master's		Post-Master's		PH.D	
	Min	Max	Min	Max	Min	Max
	Mos	Yrs	Mos	Yrs	Mos	Yrs
Pratt	12	4	10	7		
Puerto Rico	17	5				
Queens	12	4	10	4		
Rhode Island	18	4				
Rosary	12	5. 33				
Rutgers	12	3	12	3	30	7
St. John's	18	5	12	5		
San Jose	18	7				
Simmons	12	6			18	3
South Carolina	12	6	10.5	6		
South Florida	12	7	12	7		
Southern Connecticut	12	6	9	6		
Southern Mississippi	9	6				
Syracuse	12	7	12	7		7
Tennessee	12	6				
Texas	12	6	10.5	6	24	9
Texas Woman's	12	6				5
Toronto MLS MIS	24 12	6 5				
Washington	15	6				
Wayne State	12	6	12	6		
Western Ontario	12	5			24	7

Table III-13 MINIMUM AND MAXIMUM TIMES FOR COMPLETION OF DEGREE PROGRAMS BY SCHOOL						
Schools	Master's		Post-Master's		PH.D	
	Min	Max	Min	Max	Min	Max
	Mos	Yrs	Mos	Yrs	Mos	Yrs
Wisconsin Madison	14	7	10	0	18	0
Wisconsin Milwaukee		7		4		10

Calif. L.A. indicates upper limit to degree now set at 10 qts.
(18 doctorate)

Dalhousie indicates there is a summer break in their schedule.

Maryland indicates that an extension may be granted for in the
doctoral program.

Texas Woman's indicates they allow 5 years after admission to
candidacy.

Wisconsin Milwaukee indicates that there is a 5-year limit for a 30
credit master's

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, thirty-six schools with accredited programs indicate that the courses are obsolete for the master's and twelve cancel them. For the post-master's, sixteen schools indicate that they are obsolete and six cancel them. Twelve schools with doctoral programs indicate that courses are obsolete and three cancel them. All of the schools with programs not ALA accredited make coursework obsolete. Exceptions and clarifications as indicated by the respondents are listed in Table III-14.

Table III-14 STATUS OF COURSES AFTER MAXIMUM TIME				
Program	Obsolete		Canceled	
	ALA-PRO	NON-ALA	ALA-PRO	NOT-ALA
Master's	36	2	12	
Post-Master's	16		6	
Doctorate	12		3	

Alabama-at doctoral level exam or substitution is allowed
Albany-at master's level exam or substitution is allowed, no policy
for doctoral program yet
Arizona-allows substitution
Buffalo-allows substitution at all levels
Brigham Young-retake courses or substitution is allowed
Catholic-allows students to retake, or substitute
Dalhousie-no answer
Drexel-retake and substitution at all levels
E.Carolina-substitution at the master's level
Emporia-exam or substitution
Hawaii-substitution at the master's level, or retake, no reval at
doctoral level
Illinois-substitution
Indiana-no reevaluation
Kent-no reevaluation - obsolete
Kentucky-exam or substitution at master's level
Louisiana-may be revalidated by exam or retake
Mankato-retake or sub at masters level
Maryland-a committee decision at master's level, but none more than
5 years prior to receipt of degree are accepted. Student at
the master's can retake courses, doctoral students must
reapply, but work will be accepted.
Michigan-at master's degree level, canceled outright if extended to
ten years. At doctoral level, no set policy but unusual to
approve extension beyond ten years.
Montreal-substitution at master's level
NC Chapel Hill-time may be extended by the Graduate School
NC-Central-allows exam,substitution, or retake, cancels also
NC-Greensboro-may be appealed
North Texas-may retake or substitute at master's level
Northern Illinois-allows retake
Oklahoma-student may apply for extension
Pitt-allows retake and substitution/ cancels LS degree, exam
possible for doctoral
Pratt-retake at master's level
Puerto Rico-retake or substitute
Rhode Island-no reevaluation
Rosary-no reevaluation

Rutgers-time may be extended for valid reasons
 San Jose-allows exam, retake, or substitution
 Simmons-may petition for extension
 South Carolina-requires a course revalidation fee, may retake, substitute or examination
 South Florida-retake at master's and postmaster's
 S.Mississippi-examination
 Syracuse-retake or substitute
 Tennessee-exam, retake, or substitute
 Texas-allows substitution at all levels
 Texas Woman's-substitution
 Washington-allows substitution
 Wayne State-allows exam, retake, or substitution
 Wisconsin-Madison-allows retake or exam at all levels
 Wisconsin-Milwaukee-master's and post master's may retake or substitute, doctoral depends on major department

Residency Requirement

Respondents were asked whether they had a residency requirement on their home campus for any or all of their programs. Table III-15 contains a summary of the data related to that question.

Table III-15 RESIDENCY REQUIREMENTS FOR ALL DEGREE PROGRAMS				
School	Hours Required			
	Undergrad	Master's	Post-Master's	Ph.D.
Alabama		18	12	18
Albany				30
Alberta	none	required		
Arizona		12		
Brigham Young	none	required		
British Columbia		15		
Buffalo		18	18	24
California Berkeley		2 sem.	2 sem.	4 sem.

Table III-15
RESIDENCY REQUIREMENTS FOR ALL DEGREE PROGRAMS

School	Hours Required			
	Undergrad	Master's	Post-Master's	Ph.D.
California LA		12		24
Catholic		9	9	
Clarion	45	12		
Clark Atlanta		30	30	
Columbia	none	required		
Dalhousie		2 terms, full-time		
Drexel		no	no	30
*East Carolina		19		
Emporia		7 for KS res.		
Florida State		no	no	24
Hawaii		no	no	3 sem. full/t
Illinois		32	22	64
Indiana	none	required		
Iowa		24		
Kent				
Kentucky	none	required		
Louisiana		6 summer, 9 fall		
*Mankato State	none	required		
Maryland		no		1 yr.

Table III-15
RESIDENCY REQUIREMENTS FOR ALL DEGREE PROGRAMS

School	Hours Required			
	Undergrad	Master's	Post-Master's	Ph.D.
McGill		54		3
Michigan		18		18
Missouri		18		
Montreal		1 year		
NC Chapel Hill		2 sem.	no	30
NC Central		18		
NC Greensboro	none	required		
North Texas	30	12	no	18
Northern Illinois	none	required		
Oklahoma	none	required		
Pittsburgh	none	required		
Pratt	none	required		
Puerto Rico		9 hrs. (1 sem.)		
Queens	none	required		
Rhode Island		15		
Rosary	none	required		
Rutgers	none	required		
St. John's		12 (in 2 successive semesters)		
San Jose		30		
Simmons		36		

Table III-15 RESIDENCY REQUIREMENTS FOR ALL DEGREE PROGRAMS				
School	Hours Required			
	Undergrad	Master's	Post-Master's	Ph.D.
South Carolina	none	required		
South Florida	none	required		
Southern Connecticut	none	required		
Southern Mississippi	23	23		
Syracuse		12	no	no
Tennessee	none	required		
Texas				18
Texas Woman's		no		18
Toronto				2 yrs.
Washington		36		
Wayne State		12	no	
Western Ontario		3 terms full time/ 6 part time		1-2 yr.
Wisconsin Madison	no	30	30	108 wks.
Wisconsin Milwaukee		no	no	yes

Wisconsin Madison indicates that student is required to attend one full year, full time (9 credits per semester) in the doctoral program

REQUIRED COURSE WORK

Tables III-16 through and III-21 display data related to the required course work in the various programs. Required course work is defined as that which is required for all students in a given degree program. Requirements range from six semester hours to forty-eight semester hours of courses in the master's program. The range for schools on the quarter hour system is from twelve to seventy-two hours. The average, among schools on the semester system, is eighteen hours for accredited programs at the master's level and thirty-seven hours the average for programs not accredited by ALA. The average number of required hours for the post-master's is ten and the average number for doctoral programs is seventeen hours.

Table III-16 REQUIRED COURSE WORK HOURS			
School	Number of Hours		
	Master's	Post-Masters	Ph.D.
Alabama	15	9	33
Albany	12	3	12-16
Alberta	18		
Arizona	12		
Atlanta	15	18	
Brigham Young	23		
British Columbia	24		
Buffalo	12	6	15
California Berkeley	9	6	
California LA	28		20
Catholic	12		
Clarion	18		
Columbia	48	30	30
Dalhousie	10 credit/ 2 non- credit/ 6 electives		

**Table III-16
REQUIRED COURSE WORK HOURS**

School	Number of Hours		
	12 (qt.)	4	12 (qt.)
Drexel	12 (qt.)	4	12 (qt.)
*East Carolina	38		
Emporia	29	12	
Florida State	18	0	4
Hawaii	36	15	9
Illinois	8	8	68
Indiana	15	15	30
Iowa	15		
Kent	18		
Kentucky	16	3	
Louisiana	16	3	
*Mankato	36		
Maryland	12	0	15
McGill	24		
Michigan	12	0	11
Missouri	17		
Montreal	27 (credits)		
NC Chapel Hill	12	0	9
NC Central	18		
NC Greensboro	21		
Northern Illinois	18-20		
North Texas	15	0	12
Oklahoma	18	3	
Pittsburgh	36 MST 12 MLS 6 MSIS	0	0 LS 15 IS
Pratt	18	6	

**Table III-16
REQUIRED COURSE WORK HOURS**

School	Number of Hours		
Puerto Rico	16		
Queens	36	30	
Rhode Island	15		
Rosary	12		
Rutgers		6	18
St. John's	36	24	
San Jose	15		
Simmons	12	0	16
South Carolina	18	3	
South Florida	12	0	
Southern Connecticut	18	6	
Southern Mississippi	24		
Syracuse	6	0	18
Tennessee	18		
Texas	15	0	12
Texas Woman's	24		3
Toronto	6 half courses MLS 4 MIS	0	2 half courses
Washington	30		
Wayne State	24		
Western Ontario	8 courses	0	1-2tm courses
Wisconsin Madison	18	0	
Wisconsin Milwaukee	15	0	

Maryland indicates that there are more for students with no ALA MLS
 Northern Illinois indicates that one course has variable credits

Rutgers indicates the required course work for the master's degree depends on the concentration.

Table III-17 REQUIRED COURSE WORK BY HOURS					
Number of Hours	Number of Schools and Degrees				
	Master's		Post-Master's		Ph.D.
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO
0	0		1		
1					
2					
3			3		1
4			1		1
6	2		5		
8	1		1		
9	1		1		3
10	1				
11					1
12	13		1		3
12-16					1
15	10		2		3
16	2				1
17	1				
18	9		1		2
18-20	1				
20					1
23	1				
24	6		1		
28	1				
29	1				
30	1		2		2

Table III-17 REQUIRED COURSE WORK BY HOURS					
Number of Hours	Number of Schools and Degrees				
	Master's		Post-Master's		Ph.D.
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO
33					1
36	5	1			
38		1			
48	1				
68					1
840	1				

Toronto-6 required half-courses (MLS), 4 required courses (MIS) for master's level 2 required half-courses for doctoral level

Exemption of Required Courses

Respondents were asked to indicate whether or not students could exempt required courses. Tables III-18 and 19 present a summary of the data to that question.

Table III-18 EXEMPTION OF REQUIRED COURSES BY PROGRAM				
Program	Exemptions		No Exemptions	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	50	2	10	
Post-Master's	6		11	
Ph.D.	7		15	

Alabama indicates that students may for any courses for which equivalence can be established

California, LA indicates that master's students may exempt course by petition or exam.

Emporia indicates that it is unlikely that more than 4 hours will be exempted

Mankato indicates that it depends on competencies.

McGill indicates occasionally if course equivalence can be shown;

doctoral students are allowed to start at PhD 2.
 Maryland indicates yes by petition to or Doctoral Committee.
 NC Chapel Hill indicates waive and substitute another
 Pittsburgh indicates yes for LS for all three, IS, no
 Queens indicates yes with proof of having written a thesis for
 another degree
 Rhode Island indicates no limit
 Wisconsin-Milwaukee indicates that exemption for doctorate depends
 on major department

Methods of Exemptions

The most common method for exemption is evidence provided with
 a transcript and/or syllabus from another program. Other exemption
 requirements include "approved" projects, written examination or a
 combination of approvals from the dean or the student's committee
 or advisor. Frequently, all of these options were indicated as
 being available to the student. Other methods reported included
 oral examinations, written petition, substitution of selected
 courses based on the student's experience or courses from another
 ALA accredited program. Table III-19 is a summary of the methods by
 which students may exempt courses.

Table III-19 METHODS OF EXEMPTING REQUIRED COURSES		
Method	ALA-PRO	NOT-ALA
Written Exam	24	1
Transcript from other school	42	2
Approval of Advisor/Faculty	31	1
Other	15	

Credit Through Exempted Courses

In programs that provide for the exemption of required
 courses, eleven allow the exempted courses to count toward the
 master's degree and one toward the doctorate. More frequently,
 schools do not provide credit for exempted courses. Table III-20
 displays the data related to this question.

Table III-20 CREDIT GAINED THROUGH EXEMPTION OF REQUIRED COURSES				
Program	ALA-PRO		NOT-ALA	
	Yes	No	Yes	No
Master's	11	38	2	
Post-Master's		12		
Doctorate	2	11		

Dalhousie indicates that it varies--students may be given advanced standing or may be required to take other courses to have the necessary credits

Maryland indicates that Doctoral Committee decides

Northern Illinois indicates that credit is given sometimes course, not credit hours are waived in some cases

Simmons indicates that it "depends"

Southern Connecticut indicates that up to 3 courses can be exempted by transcript for 9 credits, but none by exam

Wisconsin-Madison indicates that up to 6 hours may be gained

Number of Hours that may be Exempted

Table III-21 displays the data related to the number of credit hours that may be exempted in programs reported in this survey. Included in the responses were indications that the number of courses exempted from the program was determined by the director; other schools indicated that it depended upon the experience base of the student and/or the student's committee or advisor.

Table III-21 NUMBER OF HOURS THAT MAY BE EXEMPTED			
Number of Hours	Program		
	Master's	Post-Master's	Ph.D.
3	3	3	
4	2		
6	10		2
9	3		
10	1		
12	4		

Table III-21 NUMBER OF HOURS THAT MAY BE EXEMPTED			
Number of Hours	Program		
15	3	1	2
18	1		
36			
No Limit	1		
No Policy	2		
Varies	7		1

Toronto indicates that 6 half courses may be exempted for MLS and 2 half courses for MIS

Transfer of Credit Hours

Respondents were asked whether or not they allowed for transfer of credit hours into the various degree programs which they provide. Table III-22 presents the data related to their responses.

Table III-22 CREDIT HOURS WHICH MAY BE TRANSFERRED INTO PROGRAMS				
Hours	Under grad	Master's	Post- Master's	Ph.D.
0	2	1	4	4
2		1		
3			3	
3-6			1	
4		2		
6	1	31	10	3
7		1	1	
8		3		
9		8	2	
10		1		

Table III-22 CREDIT HOURS WHICH MAY BE TRANSFERRED INTO PROGRAMS				
Hours	Under grad	Master's	Post- Master's	Ph.D.
11		1		
12	1	5	5	2
15		1	1	
18		1	1	
24		2		2
30		1		4
72		1		
varies	1	2		
no limit	1			

Dalhousie indicates a maximum of 1 academic year's study
Drexel indicates no maximum at undergraduate, but 48 hours must be
at Drexel

Illinois indicates that 4 hours from an ALA accredited program
school and/or 4 hours other related non-degree graduate
credits from an accredited institution

Maryland indicates that it is established by the Doctoral Committee
Ontario indicates 2 courses

Texas Women's indicates it varies for doctoral program

Toronto indicates 8 half courses for MLS and 1 year for doctorate

Syracuse indicates that 66 hrs. from 2 yr. colleges, 90 from 4 yr.
colleges for undergraduate degree

Table III-23 ACCEPTANCE OF CREDIT FROM NON-ALA ACCREDITED PROGRAMS		
Accreditation Status	Accept Non-ALA	Will Not Accept Non-ALA
ALA	13	42
NON-ALA	2	

Arizona indicates "yes" but must be graduate level, no core

courses, and approval by advisor, with grades of A and B only.
 Calif.-LA indicates the courses would be considered.
 Dalhousie indicates that it depends on individual circumstances,
 e.g. Non-North American Schools
 Louisiana indicates that it is not automatic and requires a syllabi
 Maryland indicates all transfer credits are examined for regional
 accreditation and for relevancy to student's course of study.
 Pittsburgh indicates that it is directly related to student's
 designated library preference
 Puerto Rico indicates that each case is examined by faculty
 committee, course context, date the course was taken
 considered
 Western Ontario indicates only for students who receive BLS degrees
 from the unaccredited University of Ottawa program
 Wisconsin-Milwaukee indicates that it requires approval from
 instructor and Admission Committee

THESIS REQUIREMENTS

Respondents were asked to comment on their requirements for a thesis or dissertation for their degree requirements. Table III-24 presents their responses. Table III-25 displays information related to number of hours required for thesis.

Table III-24 THESIS OPTIONS BY NUMBER OF SCHOOLS						
Program	ALA-PRO			NOT-ALA		
	None	Required	Option	None	Required	Option
Master's	22	10	28			2
Post-Master's	14	11	6			
Ph.D.		25	1			

Table III-25
NUMBER OF HOURS REQUIRED FOR THESIS

Number of Hours	Program					
	Master's		Post-Master's		Ph.D.	
	ALA- PRO	NOT- ALA	ALA- PRO	NOT- ALA	ALA- PRO	NOT- ALA
0	1		1		2	
0-3	1					
1-4	1					
1-6	1					
2	2					
3	7		3			
3-6	2		2		1	
4	2		1		1	
6	13	1	9		1	
6-9	1					
6-12					1	
8	1					
9	3		1			
9-12	-					1
12	1					4
15						1
18						1
24						3
32						1

Alberta indicates 9 credits for thesis

McGill indicates that a 12-hour research project or 6-hour independent is optional

Toronto indicates 4 half courses

FIELD WORK

Supervised experience for academic or program credits, known

generally as Field Work, was the basis of the next series of questions. Tables III-26 and III-27 present the data related to the responses. Table III-26 shows the number of schools offering field work for credit and Table III-27 the number of hours given for field work. Nine accredited programs require field work of all students in the master's degree program. They are: British Columbia, Clark Atlanta, Columbia, Dalhousie, NC Chapel Hill, North Carolina-Greensboro, Montreal, Rhode Island, San Jose, Syracuse, and Texas Women's.

Both British Columbia and Dalhousie require work experience as a graduation requirement but give no academic credit for field work.

A number of variations for field work were listed which include such requirements as the student must attend seminars, present papers related to the field work, and that field work is available only for school library media program students.

Table III-26 NUMBER OF SCHOOLS OFFERING FIELD WORK FOR CREDIT		
Program	ALA-PRO	NOT-ALA
Master's	53	1
Post-Master's	23	
Doctorate	4	

Alberta indicates the number of hours varies and is imbedded in reference course or directed study option. (master's)
Pittsburgh indicates that IS none available, LS is optional
Rhode Island indicates that in School Media Certification there is a 6 hour required practicum.
Rosary only requires field work for state certification as a school librarian, in addition to 12 courses.
S.Carolina indicates that number of hours are determined by type of library, previous experience, and individual's program objectives
Texas Woman's indicates that student with previous experience may petition for wavier
Toronto requires 1/2 course

Table III-27 NUMBER OF HOURS GIVEN FOR FIELD WORK			
Number of Hours	Master's	Post- Master's	Ph.D.
0	4	6	18
1-3	1		
1-6	2	2	
2	1	1	
2-3	2	1	
2-4	1		
2-6	1		
3	22	10	2
3-6	8	4	2
4	2	1	
4-12	1	1	
6	3	2	
6-15	1		
9	1		
14	1		
200(=4qt credits)	1		

SPECIAL REQUIREMENTS FOR GRADUATION

Table III-28 contains information related to the special requirements that respondents indicated are necessary for students completing their programs. While some respondents indicated on the questionnaire that a dissertation was a requirement for the doctorate, these data were not reported since the dissertation is such a common requirement among all schools.

Table III-28 SPECIAL REQUIREMENTS FOR GRADUATION						
Program	Comps		Language		Other	
	ALA- PRO	NOT- ALA	ALA- PRO	NOT- ALA	ALA- PRO	NOT- ALA
Master's	23	2	5		11	
Post-Master's	5		1		6	
Ph.D.	22		12		9	

Other requirements for the master's degree

Final exam or thesis-Washington
 Research report-Queens, Northern Illinois, Southern Miss
 Exit interview-Hawaii
 Communication skills-Clark Atlanta
 Master paper-NC Chapel Hill
 Master's proposal-NC-Greensboro
 Foreign language- Dalhousie (other than English or French),
 Kentucky (for MA not MSLS)
 Research course with major proposal accepted-Wayne State
 Statistics and computer language-N.Carolina-Central
 Area of concentration form-Florida St.
 Computer proficiency-Arizona
 Major paper-British Columbia (MLS)
 Computer Literacy, Professional Field Study-N. Texas

Other requirements for the post-master's degree

Oral examination and specialists paper-Wisconsin Madison
 Research report or project- Pratt
 Defense of special project-Illinois
 Project-Louisiana
 Culminating independent study-Drexel
 Communication Skills-Clark Atlanta

Other requirements for the doctoral degree

Completion of four seminars with papers of publishable quality-
 Illinois
 Two research skills (one foreign language)-Wisconsin-Madison
 Foreign language, statistics, or computer science-Alabama, Indiana,
 Texas and N. Texas
 Tool Courses requirement-Albany
 Field research-Simmons
 Research skills and methods sequence-Indiana
 Final defense of dissertation-Texas Woman's

PREREQUISITES FOR ENTERING THE PROGRAM

Table III-29 presents data related to the requirements made of students who enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose or career objectives, statistics and computer science courses or competency verification, and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests for general admission.

Table III: 29 PREREQUISITES FOR ENTERING PROGRAMS		
Prerequisite	ALA-PRO	NOT-ALA
Library Experience	3	
Foreign Language	7	
GRE/MAT/TOEFL, etc., Tests	55	2
Interview	22	
Letters of Recommendation	28	1
GPA	54	2
Other	24	

Alberta requires a 4-year undergraduate degree

Arizona requires 2 letters of recommendation, transcripts, and 2 applications for admission

Dalhousie requires a statement of interest in the profession

Emporia requires a written statement of educational goals

Illinois requires a personal essay

Iowa indicates that 85 hours in liberal arts and sciences are required

Maryland requires letters and interview

Michigan requires the GRE for doctoral only

NC-Greensboro requires a personal narrative

Oklahoma requires a statement of commitment and 3 letters of ref.

Pittsburgh indicates that for the MSIS, 3 hours of math, statistics, behavioral science and programming language is required and for the MST, 3 hours in calculus, cognitive science, and statistics and 6 hours of a programming language is required GRE-MAT required for all but BSIS and MLS

Queens requires an essay of 500 words

Rutgers requires a personal essay

Southern Conn. indicates that statistics or computer science course may be substituted and a 250-500 word written statement.

Southern Miss indicates a personal information questionnaire

Texas indicates relevant work experience required for CAS and PHD programs

UCLA indicates statistics and programming

Washington indicates a personal statement

Wayne State requires 45 hours of liberal arts credits

Wisconsin-Madison indicates they require the GRE if student has a GPA below 2.75, and interview

Wisconsin-Milwaukee indicates a statement of reasons for graduate study

DISTANCE EDUCATION

Respondents indicated a number of ways in which they took courses away from their home campuses to students at distant sites. Table III-30 contains the data reported by the respondents related to courses taught in their distance education programs.

Thirty-five or 59 percent of schools with ALA accredited programs offered one or more courses away from the home campus in 1990-1991. At least 485 courses were taught as distance education which is approximately eighty courses more than reported last year. The range is from 1 to Emporia's high of 50. One of the schools without ALA accreditation reported they had taught a number of courses away from their home campus.

Faculty were compensated for teaching distance education courses within their regular teaching load in all of the schools. Of these, eleven schools provide for overload, depending upon the circumstances. Only four schools compensate faculty only as an overload. Other compensation listed included additions to faculty travel, equipment fund, and compensatory release time.

Seventeen schools indicated that they expecting to change their distance education programs. These changes include: Alabama planning to offer 2-4 courses per year over a two-way video/audio/data network and experimentation with video tape delivery of courses; Arizona plans more telecommunications activity; Clarion has terminated off-campus teaching with no definite plans to continue; Emporia plans to offer more courses via satellite and closed-circuit educational television networks; Illinois will provide for a former faculty to teach one course in

Southern Illinois during the spring semester through the division of extramural courses; Mankato intends to expand their program; Michigan is considering the possibilities of off-site courses, but not yet decided as to when; NC-Greensboro indicates that most courses will be taught using the MCNC electronic classroom; NC Central intends to use the North Carolina telecommunications system for delivery of courses; Rosary plans to provide program in Minneapolis/St. Paul in a consortium with the College of St. Catherine's; St. John's will participate in a cooperative "Urban Public Librarianship" program at the Brooklyn Public Library along with Pratt and Queens; San Jose has hired a full-time faculty to teach off-site and more will be hired; South Carolina is exploring the possibility of a full master's program in another state in the region; Southern Mississippi intends to expand and offer courses at additional sites; Texas will continue to experiment with interactive tv through closed-circuit television and by satellite link-up to El Paso when available; Western Ontario will terminate their extension program by the end of 1991; Wisconsin-Madison intends to schedule another two-way audio system and participate in LISDEC; Wisconsin-Milwaukee will use the Wisconsin Telephone/Video Line System to broadcast classes to 15 UW Center campuses.

Table III-30
COURSES OFFERED AWAY FROM HOME CAMPUS

Schools	Number of Courses	Required	Electives	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
Alabama	7	3	2	2	1	1	1
Albany	12	3	9	1	0	2	1
Alberta	0						
Arizona	9	2	7	1	1	1	6
Brigham Young	5	4	1	3	1	1	0
British Columbia	0						
Buffalo	4	1	3		1		4
California Berkeley	0						
California LA	0						

Table III-30
COURSES OFFERED AWAY FROM HOME CAMPUS

Schools	Number of Courses	Re qu ir ed	El ec ti ve s	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
Catholic	19	9	10	3			16
Clark Atlanta	1		1				1
Clarion	8	6	2	4	2		1
Columbia	0						
Dalhousie	0						
Drexel	0						
*East Carolina	0						
Emporia	50	30	20	18	14		7
Florida State	3		3			3	
Hawaii	7	3	3-4	1			1
Illinois	0						
Indiana	24		24	3	7	6	5
Iowa	0						
Kent	34	14	20	8	6	5	15
Kentucky	23	5	18	3	2	7	11
Louisiana	5	3	2	3		1	1
*Mankato	0						
Maryland	0						
McGill	0						
Michigan	0						
Missouri	11	4	7	2	7	3	5
Montreal	0						
NC Chapel Hill	0						

Table III-30
COURSES OFFERED AWAY FROM HOME CAMPUS

Schools	Number of Courses	Re qu ir ed	El ec ti ve s	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
NC Central	6	6		2	4	4	0
NC Greensboro	4	2	2	1	1	2	0
Northern Illinois	45	21	24	17	4	23	1
North Texas	4	3	1	3			
Oklahoma	40	22	18	18		12	4
Pittsburgh	no re	sp	on	se			
Pratt	2	1	1		1		1
Puerto Rico	0						
Queens	0						
Rhode Island	12	6	6	2	4	3	3
Rosary	8	4	4	3	1	2	2
Rutgers	16		16				12
St. John's	0						
San Jose	22	5	17	no	res	pon	se
Simmons	0						
South Carolina	31	9	22	6		8	9
South Florida	26	4	22	4	2	22	8
Southern Connecticut	0						
Southern Mississippi	6	3	3	3		2	1?
Syracuse	1		1				1
Tennessee	4	2	2	1	1	1	1

Table III-30 COURSES OFFERED AWAY FROM HOME CAMPUS							
Schools	Number of Courses	Re qu ir ed	El ec ti ve s	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
Texas	2	1	1	1		1	
Texas Woman's	0						
Toronto	0						
Washington	0						
Wayne State	17	8	9	3	3	5	6
Western Ontario	6	4	2	1.5	1	11.5	1
Wisconsin Madison	0						
Wisconsin Milwaukee	11	2	9	2		3	6
TOTALS	485	190	289	119. 50	64	129. 50	13

Mankato-entire MS degree offered in Twin Cities over 3 yr. cycle
 Southern Miss-7 elective courses by retired associate professor
 Texas-Extension, under some circumstances can be used of MLIS
 credit

UCLA-students may enroll for coursework at other UC campuses
 +++The number of faculty indicated by the schools do not add up to
 the same figure as the total number of courses indicated by them,
 but we continue to hope that we will get better data

Telecommunications Delivery

A total of 10 schools indicated some use of telecommunications to deliver courses. South Carolina was the only school using open circuit television broadcasting to deliver courses (two each semester). Alabama, Oklahoma, and South Carolina indicated the use of two-way video and two-way audio to deliver courses. South Carolina (7 courses) was the only school offering courses using one-way video and two-way audio (interactive). Emporia indicated that two courses were offered using two-way audio and four courses

offered on closed circuit, one-way video. Louisiana indicated that they offered two courses using two-way audio communications and computer display and Pittsburgh using audio communications and fax technology. Hawaii is using new 2-way interactive television, Indiana is planning one course on one-way video two-way audio. South Carolina plans to use satellite delivery for courses outside the state and continues to serve as the operations center for the Library and Information Science Distance Education Consortium.

INDIVIDUAL COURSE OFFERINGS

Respondents were asked to indicate how many courses they list in their catalog and what percent of those courses were taught during 1990-1991. They were also asked to indicated the number of courses that were restricted to students in specific academic programs. Table III-31 presents data related to their responses.

The categories of restriction have been coded as follows:

- A = Undergraduate credit only
- B = Undergraduate or Master's credit
- C = Master's credit only
- D = Master's or Post-Master's credit
- E = Post-Master's credit only
- F = Post-Master's or Doctoral credit
- G = Doctoral credit only

Table III-31 COURSES LISTED IN CATALOG									
School	Courses List ed	Perc ent Taugh t	Courses Restricted to:						
			A	B	C	D	E	F	G
Alabama	94	78	1	6	25	55	3	4	2
Albany	47	63.8		9	0	45			
Alberta	48	73	1	1	46				
Arizona			no	ne	re	st	ri	ct	ed
Brigham Young	31	100	nd						
British Columbia	50	74				37			
Buffalo	42	84	no	ne	re	st	ri	ct	ed

**Table III-31
COURSES LISTED IN CATALOG**

School	Courses Listed	Percent Taught	Courses Restricted to:						
			A	B	C	D	E	F	G
California Berkeley	54	81	no	an	sw	er			
California LA	90	65.5	2	2	7	7	7	7	3
Catholic	66	75	no						
Clarion	39	90	no	ne	re	st	ri	ct	ed
Clark Atlanta	34	98	nd						
Columbia	92	95			17	17	17	3	2
Dalhousie	33	76	al	l	ma	st	er	s	
Drexel	60	87	29			60			1
*East Carolina	39	72		9		32			
Emporia	38	95	1	al	l				
Florida State	47	95	1	3	0	46	0	1	8
Hawaii	41	60	no	ne	re	st	ri	ct	ed
Illinois	47	83	1	10		28	1	1	6
Indiana	57	80		6	45	6	7	7	7
Iowa	31	84		5	26				
Kent	51	66	no	ne	re	st	ri	ct	ed
Kentucky	44	89	no	ne	re	st	ri	ct	ed
Louisiana	46	89	no	ne	re	st	ri	ct	ed
*Mankato	30	75		12	10				1
Maryland	67	80.6		4	1				1
McGill	44	89	al	l	gr	ad	le	ve	1
Michigan	74	90							2
Missouri	46	78		18	28				
Montreal	61	83.6		2					
NC Chapel Hill	72	81	no	re	sp	on	se		

**Table III-31
COURSES LISTED IN CATALOG**

School	Courses Listed	Percent Taught	Courses Restricted to:						
			A	B	C	D	E	F	G
NC Central	44	80	1	8	17	12			
NC Greensboro	42	81							
Northern Illinois	36	77			39				
North Texas	93	83	no	ne	re	st	ri	ct	ed
Oklahoma	35	77	3			35			
Pittsburgh	174	84(I S), 74(L S)	24			120		28	2
Pratt	52	60	no	re	sp	on	se		
Puerto Rico	30	80	al	l					
Queens	36	75		3	33				
Rhode Island	43	93	no	ne	re	st	ri	ct	ed
Rosary	48	94	al	l					
Rutgers	38	97.4				38	10		21
St. John's	51	78.4		5	46	43			
San Jose	43	90	al	l					
Simmons	77	87			4				9
South Carolina	61	66	4	1		55	1		
South Florida	40	78	no	re	sp	on	se		
Southern Conn.	121	91	no	ne	re	st	ri	ct	ed
Southern Miss.	54	70		17	37				
Syracuse	117	65	31	15		71			1
Tennessee	38	87		2	36				
Texas	77	80	2						2
Texas Woman's	48	81							
Toronto	57	89	no	ne	re	st	ri	ct	ed

**Table III-31
COURSES LISTED IN CATALOG**

School	Courses Listed	Percent Taught	Courses Restricted to:						
			A	B	C	D	E	F	G
Washington	55	98	no	ne	re	st	ri	ct	ed
Wayne State	43	88		11		33	2		
Western Ontario	54	68.5			8				1
Wisconsin Madison	55	60	2	15		40			
Wisconsin Milwaukee	51	98	2	19	30				

Albany indicates that at the doctorate level all 4 core courses are open with instructor's permission.
 Dalhousie indicate they include academic and reading courses
 North Carolina-Greensboro indicates 500 and 600 level courses restricted to undergraduate/MA,

REGULAR AND ADJUNCT FACULTY

Respondents were asked to indicate the number of required and elective courses taught by regular and adjunct faculty on the home campus of their school. Table III-32 contains a summary of those responses. Regular, full-time faculty taught eighty-six percent of the required courses and seventy-one percent of the elective courses. Adjunct faculty taught twelve percent of the required courses and twenty-seven percent of the elective courses. Other faculty which included visiting faculty, teaching assistants, guest lectures, and emeriti faculty accounted for two percent of the required courses offered and two percent of the elective courses.

Table III-32 FACULTY STATUS OF TEACHERS IN HOME CAMPUS COURSES		
Faculty Status	Number of Courses Taught By Type	
	Required	Electives
Regular Full-Time	756.5	1605
Adjunct	108.5	599
Other	19	55

FACULTY TEACHING LOAD

Respondents were asked what was the regular teaching load for faculty during the academic year, the summer load, and the maximum number of hours a faculty person might be able to teach as an overload. Table III-33 contains a summary of these data. Only two schools require faculty to teach in the summer, the remainder offer that as an option.

Table III-33 FACULTY TEACHING LOADS			
Number of Hours Per Year	Number of Schools		
	Regular Load	Summer Load	Maximum Overload
0		2	20
0-8		1	
2			1
3		9	19
3-6		5	1
3-9		1	
3-12		1	
4		1	
4-6		1	
5			1

**Table III-33
FACULTY TEACHING LOADS**

Number of Hours Per Year	Number of Schools		
	Regular Load	Summer Load	Maximum Overload
6	1	24	2
6-12		1	
8		1	
8-16	1		
9	6	1	
12	16	2	
12-18	1		
14	1		
15	16		1
15-18	2		
16	1	1	
18	11		
20	1		
24	1		
36	2		

COURSES CROSS-LISTED WITH OTHER UNITS

Respondents were asked to list courses that were cross listed with other units in their respective institutions and to indicate which unit had the major teaching responsibility for the individual courses. Table III-34 contains a summary of the data related to the courses for which the Library and Information Science unit had the major teaching responsibility. Table III-35 contains a summary of the data related to the courses that were cross listed and for which another unit in the institution had major teaching responsibility. As in years previous, a number of the responses were such that it was difficult to impossible to determine the extent to which the school or the other unit had primary responsibility for teaching the various courses. The list,

therefore, contains a description of the units with whom there appears to be cross-listing of courses.

Table III-34 COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS MAJOR TEACHING RESPONSIBILITY IN LIBRARY AND INFORMATION STUDIES		
School	Courses	Other Academic Unit
Albany	Economics of Info for Lib/Info Management	Economics
Alberta	Info Materials for C & YA	Education
	School Media Centers	"
	Storytelling	"
	Mat. for YA	"
Arizona	Mat. for Children	"
	History of Children's Lit	English
British Columbia	Scholarly Communication	Communication
	Lit. for Children	Education
	Lit. for Young People	"
California LA	Audio-Visual Mat.	"
	Latin America Research	Latin Am. Studies
	African Bibliography	African Am. Std.
	Ethnic Group Bibliography	American Indian Center
Catholic		Chicano Studies Center
	Analytical Bibliography	Afro-American Center
	Archives Management	Jewish Studies
Clark Atlanta		English
	Selection and Utilization	History
	Production of Instructional Media	EDC

Table III-34
COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS
MAJOR TEACHING RESPONSIBILITY IN LIBRARY AND INFORMATION
STUDIES

School	Courses	Other Academic Unit
Dalhousie	YA Literature Child. Lit. & Media Interests Plan/Dev. Sch Lib Pro & Services	Education " "
*East Carolina	Computers in Education Telecommunications	Education "
Hawaii	Asian Research Information Skills and Learning Resources	History Education
Illinois	Interactive Systems Design History of Libraries	Educational Psych. Communications
Indiana	Telecommunications	Undergraduate
Iowa	Lit. and Storytelling for Children	Education
Kentucky	Info Storage and Retrieval Systems	Communications
Louisiana	Automation of Bibliographic Control Systems Info Science Abstracting and Indexing Online Info Retrieval	Computer Sci " " "
Maryland	1(708E)	Geography
Michigan	History of Books and Printing	History
Missouri	Administration of School Lib	Education
NC Chapel Hill	Info Systems in Language Research Info Retrieval	Computer Sci "

Table III-34
COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS
MAJOR TEACHING RESPONSIBILITY IN LIBRARY AND INFORMATION
STUDIES

School	Courses	Other Academic Unit
NC Central	Computer-Based Storage and Retrieval Communication Science I, II Information Systems	Psychology Public Administration Math/Comp Sci "
Oklahoma	Government Public.	History
Pittsburgh	Info Communication and Coding Theory Intro to Parallel Distributed Processing Natural Language Processing Artificial Intelligence Doctoral Seminar Research Seminar-Foundations	Intelligent Systems " " " " "
Rhode Island	Reading Interests of YA	Sec. Ed. (Eng.)
Rosary	Info Systems Analysis Info Policy Mgt. Info Sources	Grad. Sch. of Bus. " "
Rutgers	Mat. for Children Mat. for YA Mat. for Adults	Grad. Sch. of Ed. " "
St. John's	Print and Non-Print Mat. for Children Lib. Programs for Children and YA Contemporary Lit. for Children and YA Creating Basic Audiovisual Media Mat. and Ser. to Special Users School Media Centers Print and Non-Print Materials Services for YA	School of Ed. " " " " " " " "

Table III-34
COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS
MAJOR TEACHING RESPONSIBILITY IN LIBRARY AND INFORMATION
STUDIES

School	Courses	Other Academic Unit
Southern Mississippi	Audio-Visual Media and Equipment	Research and Found. College of Ed. and Psych.
	Inst. Styles and Models in Media Programs	"
	Instructional Television	"
	Problems in Media Mgmt.	"
	Ad. of Media Centers	"
	Trends in Inst. Tech. Selection and Org. of Media Resources	"
Syracuse	Natural Lang. Processing	Computer Sci
Texas	History of Printing Archives and Libraries to 1500	English
	Library Service since 1500	"
Washington	Info in the Public Policy Making Process	Sch. of Public Affairs
	Legal Bibliography	Law
	Advanced Legal Bibliography	"

Table III-34
COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS
MAJOR TEACHING RESPONSIBILITY IN LIBRARY AND INFORMATION
STUDIES

School	Courses	Other Academic Unit
Wisconsin Madison	Teaching Child. Lit. in Elm/Mid YA Lit for Schools Field Project for Info Agencies History of Books and Printing History History of American Librarianship Modern Archives Admin. Special Probs in Archives/Manuscripts Admin. Practice of Arch/Manuscript Admin.	Curriculum and Inst " " History " " "
Wisconsin Milwaukee	Intro to Instructional Tech. Production and Util. of Media Supervision and Inst. Media Pro Map Librarianship Modern Archives Mgmt.	Curriculum and Inst " " Geography History

Simmons indicates that some courses occasionally taken by master's students in Communication, Children' Lit, and Education.

Table III-35
COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS
MAJOR TEACHING RESPONSIBILITY IN OTHER ACADEMIC UNIT

School	Courses	Other Academic Unit
Albany	Computing and Disability	Social Welfare, Psych, Comp Sci
Alberta	School Librarianship Sch. Lib. Collection Development Sch. Lib. Programs Sch. Lib. Info Mat. Org. of Sch. Lib. Mat.	Education " " "
Arizona	Media in Instruction Children's Lit in Spanish Mexican Am. Lit. Info Sources for Ag Scientists Intro of Grad. Study in Music	Teaching and Teacher's Ed Span. and Port. " Plant Science Music
British Columbia	Canadian Historiography and Historical Method	History
Buffalo	International Publishing	Comparative Ed.
California LA	Folklore Archiving Management Accounting Slavic Bibliography	Folklore Anderson Grad. Sch. of Mgmt. Slavic Studies
Columbia	Chemical Probs Conservation Individual Probs Conservation	NYU "
Dalhousie	Management of Info Systems	Business Admin.
Iowa	History of the Book Recent Develop. Lit. for Adolescents	Journalism, Eng. Education, Eng.
Louisiana	Info Retrieval Systems	CSC
Michigan	Music Bibliography	Music

Table III-35
COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS
MAJOR TEACHING RESPONSIBILITY IN OTHER ACADEMIC UNIT

School	Courses	Other Academic Unit
NC Chapel Hill	Natural Lang. Processing	Computer Sci
NC Central	Utilization of Inst. Tech.	Education
Northern Illinois	LIBS362x	CIEE362
Oklahoma	Tech of Ed Communication	Education
Southern Mississippi	Music Bibliography	Arts
Syracuse	Infographics	Geography
Rutgers	Info Processing in Org.	MCIS
	PR Management Management and Info Tech	" "
Tennessee	Utilization of Inst. Media	Education
	Advanced Prod of AV Software	"
Texas	Bib. Historical Research	History
	Seminar Foundations LIS Visual Resources Collection	History/English Art

Table III-35 COURSES CROSS-LISTED WITH OTHER ACADEMIC UNITS MAJOR TEACHING RESPONSIBILITY IN OTHER ACADEMIC UNIT		
School	Courses	Other Academic Unit
Wayne State	Storytelling	Elementary Ed.
	Oral History	History
	Intro to Archival Method I	"
	Intro to Archival Method II	"
	Intro Arch and Lib Conservation	"
	Conservation and Ad. of Photographic Collections	"
	Instructional Design	Instructional Tech.
	Instructional Mat. Workshop	"
	Using Audiovisual Methods, Mats. and Equipment	"
	Educational Tech.	"
	Survey and Analysis of Lit. for Younger Children	Elementary Ed.
Wisconsin Milwaukee	Survey and Analysis of Lit. for Older Child.	"
	Lit. for Adolescents	English Ed.
	Children's Lit.	Curriculum and Instruction
	Reading Interests of Adolescents	"
	Seminar in Bibliography and Textual Criticism	English

McGill indicates that they encourage up to 12 hours outside their college and most units are listed
 Rosary indicates that several business courses are recommended

CURRICULUM COMMITTEES

Respondents were asked to describe the composition of their standing committees on curriculum. Table III-36 and Table III-37

presents the data related to their responses. Only one school indicated that they did not have a curriculum committee. Only three schools indicated that they gave faculty some compensation for curriculum related activities. Alabama gives one course release time to work on revision of the core, Catholic gives 20% to an associate professor, and Florida State provides the Dean for Instruction 50% release time for curriculum related activities.

Table III-36 CURRICULUM COMMITTEE MEMBERS BY CATEGORIES		
Category of Members	Programs	
	ALA-PRO	NOT-ALA
Faculty	56	2
Staff	13	
Students	41	
Alumni	10	
Practitioners	5	
Others	6	

Table III-37 CURRICULUM COMMITTEES BY COMPOSITION		
Committee Composition	Programs	
	ALA-PRO	NOT-ALA
Faculty only	12	2
Faculty, staff	1	
Faculty, students	21	
Faculty, students, alumni	5	
Faculty, students, staff	4	
Faculty, students, staff, others	3	
Faculty, students, staff, practitioners	0	

Table III-37
CURRICULUM COMMITTEES BY COMPOSITION

Committee Composition	Programs	
	ALA-PRO	NOT-ALA
Faculty, students, practitioners	1	
Faculty, students, staff, alumni	3	
Faculty, practitioners	1	
Faculty, students, staff, practitioners, others	1	
Faculty, students, others	1	
Faculty, students, alumni, practitioners	1	
Faculty, students, staff, alumni, and practitioners	1	

CURRICULUM CHANGES

Respondents were asked to indicate the nature of changes within their curriculum during the past year. Table III-38 contains a summary of those responses. Following the table are the specific changes as indicated by the individual schools.

Table III-38 CURRICULUM CHANGES MADE WITHIN THE PAST ACADEMIC YEAR		
Type of Change	Number of Programs Reporting Change	
	ALA-PRO	NOT-ALA
New Courses Added	31	2
Courses Dropped	17	
Added New Programs	3	
Revised Total Curriculum	2	
Reviewed Total Curriculum	11	
Revised Specific Curriculum Areas	14	1
Reviewed Specific Curriculum Areas	23	
Taught Experimental/Trial Courses	23	
Other Changes	9	

Specific Changes

Listed below are the specific course and program changes indicated by the respondents. The changes are listed by school. Titles were copied from the questionnaire as the respondents listed them except that occasionally the complete title appears in this list when only abbreviations were used on many questionnaires.

Courses Dropped

Alberta:

Non-thesis research project

Arizona:

Library Cooperation and Networks

Oral Presentation of Children's Literature

California Berkeley:

- The Book as an Artifact
- Individual Study
- Introduction to Computing for Information Studies
- Bibliography and Information Services
- Government Publications

Dalhousie:

- Advanced Online Searching

Florida State:

- Research Proposal Development
- Library and Information Center Management
- Program Synthesis and Evaluation

Iowa:

- History of Books for Young People

Kent:

- Library Services to Persons with Disabilities

Maryland:

- Seminar in Information Transfer
- Communication and Libraries
- Organizational Process in Library and Information Services
- Resources of American Libraries
- Introduction to Reprography
- Advanced Data Processing in Libraries
- Programming Systems for Information Handling Applications

NC Chapel Hill:

- Survey and Evaluation of Materials for Children
- Intermediate Grades Advanced Online Retrieval

NC Greensboro:

- Introduction to Education/Library Application of Microcomputers
- Designing Computer-Assisted Instruction for Microcomputers
- Using Authoring Systems to Create Courseware
- Microcomputer Managed Instruction
- Word Processing
- Individual Study in Micros

Northern Illinois:

- Foundations of Librarianship

Pittsburgh:

- Library Services to the Underserved

Puerto Rico:

- Microcomputer Application in Libraries

Rosary:

Data Structures

Southern Mississippi:

British Studies: Information Centers and Special Libraries

British Studies: Information Systems

Microcomputers in the Library

Texas Woman's:

International Field Studies in Library Science

Western Ontario:

Bibliography of History

Book Design

Bookcollecting and Librarianship

Health Sciences Libraries

Information Resources in Health Sciences

New Courses

Alabama:

Economics of Information

Alberta:

Introduction to Children's Literature

Advanced Research Methods for Libraries and Information Studies

Project (for students in the course based route)

Arizona:

Bibliographic Instruction

International and Comparative Librarianship

Introduction to Technical Services

Law Librarianship

Principles and Practices of Youth Services

British Columbia:

Major Paper

California Berkeley:

Comparative and Int. Study of Information Services

Catholic:

Art and Museum Librarianship

Clarion:

Indexing and Abstracting

Dalhousie:

- Information Retrieval
- Library Automation and Networking
- Quantitative Aspects of Library and Information Studies

Florida State:

- Management and Production Technology of Information Technology
- Organization of Non-Bibliographic Information

Hawaii:

- Human Dimension of Information Systems
- Library Systems Operations and Interpretation
- The Information Industry
- Preservation Management
- Special Topics in Library Automation

Illinois:

- Section of Advanced Studies in Librarianship: Indexing and Abstracting

Kent:

- Information Resources Management
- Evaluation of Library and Information Services
- Information Economics and Policies

Louisiana State:

- Foundations of Library and Information Science

Maryland:

- Database Management
- Principles of Human-Computer Communication
- Library Services for Persons with Handicapping Conditions
- Library Personnel Management and Communication
- Archivist, Librarian, and the Law
- Seminar in Information for Decision Making
- Principles of Records Management
- Classification Theory

Michigan:

- Concepts of Information Retrieval
- Statistics for the Information Sciences

NC Chapel Hill:

- User Interface Design

Northern Illinois:

- Reading Interests of Adults
- Dewey Decimal Classification
- Marketing and Public Relations for Libraries
- Nonbook Cataloging

Oklahoma:

- Archives and Records Management
- Science and Technology Information Sources
- Social Science and Humanities Information Sources

Pittsburgh:

- Preservation Management, Records and Information Resource Management
- Library Service to Special Populations
- Computer Based Management of Image Col.
- Personnel Issues
- Ethics in the Information Sciences
- Library Cooperation and Networking

Puerto Rico:

- Data Bases and Online Searching

Rhode Island:

- Public Library Service to Children and Young Adults

Rosary:

- Information Policy

Rutgers:

- Introduction to Library and Information Professions
- Introduction to Human Information Behavior
- Information Interaction, Mediation, and Searching
- Information Analysis, Synthesis, and Presentation
- Information Retrieval
- Information Structures
- Knowledge Representation for Information Retrieval
- Organizational Context of Library and Information Services
- Multimedia Structure, Organization, Access, and Production
- History of Children's Literature
- Cultural Institutions and Lifelong Learning

St. John's:

- Library Materials and Services for Young Children (Pre-school)

Simmons:

- Literacy: The Issue and The Library's Response
- Information Ethics and Program Design in Service for Children and Adolescents

Southern Connecticut:

- Using Hypercard

Southern Mississippi:
School Library Media Centers

Toronto:
International Documents and Publications

Wayne State:
Records Management

Western Ontario:
Mathematical Concepts in Information Retrieval

Wisconsin-Milwaukee:
Seminar in Modern Archives Administration
Advanced Information Sources (Undergraduate level only)
Serials Management

NON-ALA

East Carolina:
Genealogy for Librarians

Mankato State:
Visual Education

INCOME AND EXPENDITURE

Fred W. Roper, Mary M. McCormick and John N. Olsgaard

This section of the report provides a descriptive analysis of the data pertaining to the financial status of graduate programs of library and information science whose first professional degree programs have been accredited by the American Library Association. One report was received from a school which does not have an accredited program. Each category of response is reported separately.

Complete financial data were received from 58 of the 59 eligible schools with ALA-accredited programs. One school sent no financial information.

The 1986 report contained new numbering for tables in the financial section, and the same numbering has been used again in 1992. In order to enable the reader to make easy comparisons of the present data with those of previous years, a conversion chart for the same tables in earlier report years is again presented as Appendix I.

FUNDING: AMOUNTS AND SOURCES

A total income of \$71,434,965 was reported by 58 schools; this represents an average income of \$1,231,626, as shown in Table IV-1. Funding for the schools ranged from a high of \$5,031,626 to a low of \$365,699. The median income in 1990/91 was \$964,039, which represents an increase of 14.54 percent over the previous year's median income of \$841,679.

**Table IV-1
TEN-YEAR FUNDING LEVELS**

Year	N	Total Income	Average Income	Increase
1981/82	65	\$ 39,610,756	\$ 609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5
1986/87	55	47,974,731	872,268	10.4
1987/88	56	53,011,067	946,626	8.5
1988/89	58	58,626,818	1,010,807	6.8
1989/90	56	64,506,118	1,151,895	13.9
1990/91	58	71,434,965	1,231,637	6.9

(N = Number of schools reporting total income)

The average income continues to increase, although at a substantially lower rate than in 1989/90. A review of the percentage of increase or decrease for individual schools is reported in Table IV-2.

**Table IV-2
PERCENTAGE OF INCREASE/DECREASE IN INCOME**

N = 52*

Percentage	Increase	Decrease
1-5	14	3
6-10	14	-
11-15	10	2
16-20	2	-
21-25	2	-
26-30	2	1
31-35	-	-
36-40	1	-
41-45	-	-
46-50	-	-
51+	1	-
Total	46	6

* Does not include 4 schools which reported changes in income of less than 1 percent.

The number of schools receiving increases in total income of 1 percent or greater decreased from 51 in 1989/90 to 46 in 1990/91. The number of schools receiving decreases of 1 percent or greater doubled from 3 in 1989/90 to 6 in 1990/91. Sixty one percent of the increases fell in the 1-10 percent range for 1990/91 (46 percent in 1989/90). Four (7.7 percent) of the schools reported changes in income of less than 1 percent. Fourteen schools reported showing an increase of 1-5 percent.

The frequency distribution of the total income for schools with ALA-accredited programs is contained in Table IV-3, which continues to show an increase in the number reporting income over \$1,000,000 (28 in 1990/91; 23 in 1989/90; 21 in 1988/89). Nine schools reported income of over \$2,000,000, an increase of 4 schools since 1988/89 or 2 schools since 1989/90. At the lower end of the spectrum, the percentage of schools reporting income under \$600,000 remained at 24 percent for the second year, as opposed to 30 percent in 1988/89.

Table IV-3
FREQUENCY DISTRIBUTION OF TOTAL INCOME
N = 58

\$ 4,000,000+	1
3,000,000+	-
2,900,000+	-
2,800,000+	1
2,700,000+	-
2,600,000+	1
2,500,000+	-
2,400,000+	1
2,300,000+	1
2,200,000+	2
2,100,000+	1
2,000,000+	1
1,900,000+	-
1,800,000+	3
1,700,000+	3
1,600,000+	-
1,500,000+	1
1,400,000+	2
1,300,000+	4
1,200,000+	3
1,100,000+	-
1,000,000+	3
900,000+	3
800,000+	2
700,000+	6
600,000+	5
500,000+	9

Table IV-3, Continued
FREQUENCY DISTRIBUTION OF TOTAL INCOME
 N = 58

400,000+	3
300,000+	2
200,000+	-
100,000+	-

In Table IV-4, the sources of funds for schools with ALA-accredited programs are described for the ten-year period 1981/82 - 1990/91. Although the largest percentage of funding continues to come from the parent institution, the decrease, which began in 1982/83 and has continued with the exceptions of 1984/85 and 1985/86, is still present. Federal funding increased to the second highest level since 1981/82. The percentage of income from "other" sources declined for the third time in the 10-year period.

Table IV-4
SOURCES OF FUNDS, 1981/82 - 1990/91

		Parent Institution		Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1981/82	65	\$ 553,696	90.85	\$ 29,731	4.87	\$ 25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45
1984/85	56	634,794	88.81	89,585	5.54	40,384	5.65
1985/86	54	691,888	87.61	41,738	5.29	56,105	7.10
1986/87	55	752,831	86.31	53,882	6.18	65,554	7.51
1987/88	56	812,320	85.81	50,319	5.32	83,987	8.87
1988/89	58	866,869	85.76	60,293	5.96	83,679	8.28
1989/90	56	961,979	83.50	56,869	4.94	133,047	11.55
1990/91	58	1,021,075	82.90	78,390	6.37	132,172	10.73

Table IV-5 depicts the frequency distribution of income from the parent institutions in 1990/91. These figures ranged from a high of \$4,511,641 to a low of \$341,021. Two schools reported support in amounts under \$400,000, compared with three in 1988/89 and 1989/90; seven in 1987/88 and six in 1986/87. As was the case in 1989/90, 10 schools reported support under \$500,000 in 1990/91, compared with 14 in 1988/89. Again, consistent with 1989/90, twenty-two schools reported support in an amount over \$1,000,000,

compared with 14 in 1988/89; 13 in 1987/88; and 11 in 1986/87. As in the previous year, 19 of these 22 schools were from the United States; three, as in the three previous years, were from Canada. Four schools reported income from the parent institution of greater than \$2,000,000, the same as in 1989/90.

Table IV-5
FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION
N = 58

\$ 3,000,000+	1
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	1
2,300,000+	1
2,200,000+	-
2,100,000+	-
2,000,000+	1
1,900,000+	-
1,800,000+	1
1,700,000+	-
1,600,000+	2
1,500,000+	5
1,400,000+	-
1,300,000+	-
1,200,000+	3
1,100,000+	5
1,000,000+	2
900,000+	4
800,000+	3
700,000+	4
600,000+	5
500,000+	10
400,000+	8
300,000	2
200,000	-
100,000+	-

Schools were again asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-6 provides the responses received from the ALA-accredited programs.

Table IV-6
BASIS FOR FUNDING FROM PARENT INSTITUTION
YES

FTE	16
Credit Hours	16
Head Count	11
Other	7

In 1990/91, the total number of schools reporting federal funding increased for the first time since 1986/87, as shown in Table IV-7. From a high of 44 schools in 1983/84, the number declined to 29, and increased this year to 33 schools. The average amount of funding increased by 25.5 percent, largely due to two schools, each of which received federal grants of more than \$1,000,000. The median for federal funding declined in 1990/91, for the first time since 1986/87, to \$40,400 (\$46,000 in 1989/90; \$35,395 in 1988/89; \$24,000 in 1987/88; and \$16,000 in 1986/87). Nine schools reported more than \$100,000 in federal funding, an increase of 2 schools over 1989/90.

Table IV-7
AVERAGE FEDERAL FUNDING, 1981/82 - 1990/91
(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1981/82	39/65	\$ 49,552
1982/83	35/61	82,984
1983/84	44/64	61,131
1984/85	41/56	54,068
1985/86	38/54	59,312
1986/87	40/57	74,371
1987/88	35/57	80,510
1988/89	32/58	116,567
1989/90	29/56	109,816
1990/91	33/58	137,777

*Indicates actual number of schools receiving funds/total number reporting.

The range of federal funds in 1990/91 went from a high of \$1,320,517 to a low of \$842 (1989/90: \$887,626 to \$1,598). Table IV-8 reports the frequency distribution of income from federal funding.

Table IV-8
FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING

N = 29

\$1,000,000+	2
900,000+	-
800,000+	-
700,000+	-
600,000+	-
500,000+	1
400,000+	-
300,000+	1
200,000+	1
100,000+	4
90,000+	-
80,000+	2
70,000+	-
60,000+	2
50,000+	1
40,000+	3
30,000+	1
20,000+	6
10,000+	6
9,000+	-
8,000+	-
7,000+	-
6,000+	-
5,000+	-
4,000+	1
3,000+	-
2,000+	1
1,000+	-
<1,000	1

Differences in income between schools with doctoral programs and those without continue to be examined. Table IV-9 shows that the total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate. Schools without the doctorate continue to have greater dependence on the parent institution than those with doctoral programs.

Table IV-9
SOURCES OF FUNDS FOR SCHOOLS WITH/WITHOUT
DOCTORAL PROGRAMS, 1990/91

Category	N	Parent Institution		Federal Funds		Other Income		Total
		Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	23	\$ 1,484,163	81.16	\$ 123,173	6.74	\$ 221,250	12.10	\$ 1,828,586
No Doctorate	35	716,760	85.39	48,963	5.83	73,636	8.78	839,359

Income data for the ALA-accredited schools were first examined by geographic regions in 1982/83; these data are again presented in 1990/91 according to the regional listings used by the American Library Association's Committee on Accreditation. Table IV-10 reports these data.

Table IV-10
REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME FOR 1990/91

Region	N	Parent Institution		Federal Funds		Other Income		Total
		Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	\$1,325,010	96.34	\$ 6,464	.47	\$ 43,912	3.19	\$1,375,386
Northeast	15	1,173,761	83.62	61,883	4.41	167,994	11.97	1,403,638
Southeast	13	772,442	74.68	147,923	14.30	113,979	11.02	1,034,344
Midwest	13	952,095	77.41	106,988	8.70	170,802	13.89	1,229,885
Southwest	5	772,190	90.36	13,368	1.56	69,058	8.08	854,616
West	5	1,010,153	86.04	32,079	2.73	131,874	11.23	1,174,106

In contrast to previous years, schools in the Southeast and Midwest received a smaller percentage of support from the parent institution than did their counterparts in other areas of the US. Northeastern US schools continue to report the highest average income in the US. Increases in the percentage of federal funding were seen in the Southeast, Midwest, Southwest and West. Canada,

the Northeast and Southwest showed increases in the amount of support from the parent institution and decreases in the percentage of funding from "other sources". The Southeast, Southwest and West, in contrast, showed decreases in the amount of support from the parent institution and increases in the percentage of funding from "other sources."

EXPENDITURES: TYPES AND AMOUNTS

The 1990/91 expenditures by category for member schools are shown in Table IV-11, along with mean expenditures, ranges, and percent of total.

Table IV-11
1990/91 EXPENDITURES OVER SEVEN MAJOR CATEGORIES

Category	Amount	Average	% of Total	High	Low
SALARIES \$ 5,3510,658 & WAGES (N=58)		922,597	76.76	\$ 3,951,63	\$ 289,621
TEACHING & ADMIN. (N=58)	6,125,198	105,607	8.79	372,256	3,810
LIBRARY (N=14)	687,876	49,134	.99	132,000	2,606
RESEARCH (N=27)	2,807,902	103,996	4.03	1,268,734	716
STUDENT AID (N=52)	3,999,665	76,917	5.74	622,572	415
CONTINUING EDUCATION (N=32)	1,095,778	34,243	1.57	294,683	500
OTHER (N=23)	1,485,806	64,600	2.13	462,062	728
TOTAL	\$ 69,712,883	\$1,353,380	100.00		

A comparison of these figures with those reported for 1989/90 shows increases in expenditures in all categories except Teaching and Administration. The largest increase was for Library, 46.2%. All other increases were between 5 and 30 percent. Teaching and Administration expenditures declined by 1.75 percent.

Questions relating to the library and information science facilities were again included in 1989/90. Schools were asked to indicate if they had a separate library; whether the library received its major support from the school; whether the librarian was funded by the school; and if the library was administratively a part of the main library. Table IV-12 displays the responses.

Table IV-12
LIBRARY FACILITIES IN 1990/91

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	28	9	8	17
No	25	19	20	10

Table IV-13 shows the amount of support given to the library by those schools which reported library support as a direct budget line.

Table IV-13
LIBRARY SUPPORT FROM SCHOOLS IN 1990/91

	Non-Personnel (N = 14)	Personnel (N = 17)
Mean	\$ 49,134	\$ 83,366
Median	42,151	38,992
High	132,000	521,890
Low	2,606	4,836

Schools were asked to indicate the allocation of salaries and wages among four categories: faculty, specialist, clerical, and students. Table IV-14 provides the distribution for all schools plus a comparison for those with and without the doctoral programs.

Table IV-14
ALLOCATIONS OF SALARIES AND WAGES, 1990/91

	Faculty			Specialist			Clerical			Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total
All Schools (N=58)	\$36,245,709	\$624,926	76.27	\$3,932,390	\$67,800	8.27	\$4,080,172	\$70,347	8.59	\$3,265,525	\$56,302	6.87
Doc. Program (N=23)	19,764,655	859,322	71.82	2,992,832	130,123	10.88	2,548,208	110,791	9.26	2,213,09	96,222	8.04
No Doctoral Program (N=35)	16,481,054	470,887	82.38	939,558	26,844	4.70	1,531,964	43,770	7.66	1,052,430	30,069	5.26

The means increased for all categories over 1989/90 for doctoral and non-doctoral programs. Salaries and wages for specialists and students increased for doctoral programs as a proportion of the Salaries and Wages budget, while faculty, specialist and student salaries and wages increased as a percentage of the budget for salaries and wages in non-doctoral programs.

A review of the teaching and administration expenses by category is provided in Table IV-15.

Table IV-15
TEACHING AND ADMINISTRATION EXPENSES

	Mean	High	Low
Supplies (N = 58)	\$ 15,145	\$ 113,095	\$ 770
Communication (N = 54)	19,350	87,594	1,223
Equipment (N = 57)	25,826	76,943	125
Travel (N = 57)	16,997	106,569	85
Computing (N = 53)	15,595	80,079	182
Printing and Duplication (N = 55)	8,487	53,576	230
Dues (N = 3)	1,426	5,405	250
Insurance (N = 3)	182	250	60
Advertising (N = 40)	2,282	13,096	130
Other (N = 35)	9,124	45,939	450

Equipment, travel, and communication were the major components of the Teaching and Administration Expenses. Communication, travel and computing were the only categories which showed increased (Communications: 3.55 percent; Travel: 9.74 percent; Computing: 6.15 percent). All other categories declined.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are shown in Table IV-16.

Table IV-16
CATEGORIES OF EXPENDITURES FOR SCHOOLS
WITH/WITHOUT DOCTORAL PROGRAMS IN 1989/90
N is in () for each category

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program (23)	\$1,342,330 (23)	76.76	\$150,239 (23)	8.59	\$66,903 (6)	1.00	\$ 71,894 (15)	2.68
No Doctoral Program (35)	646,773 (35)	76.75	76,277 (35)	9.05	35,807 (8)	.97	144,124 (12)	5.86
=====								
	Student Aid		Continuing Education		Other		Total	
	Mean	% of	Mean	% of	Mean	% of	Mean	
Doctoral Program (23)	\$138,787 (21)	7.25	\$48,208 (14)	1.68	\$82,118 (10)	2.04	\$1,748,676 (23)	
No Doctoral Program (35)	35,005 (31)	3.68	23,382 (18)	1.43	51,125 (13)	2.25	842,667 (35)	

In 1990/91 the Salaries category increased slightly as a percentage of the total expenditures for schools with doctoral programs, as compared to the previous year's percentages (Schools with Doctoral Programs: 76.76 in 1990/91 and 76.68 in 1989/90. The Salaries category for schools without doctoral programs declined from 79.90 in 1989/90 to 76.75 percent in 1990/91. The percentage of expenditure for Research increased for schools with and without doctoral programs (Doctoral: 2.68 in 1990/91 and 2.06 in 1989/90; No Doctoral: 5.86 in 1990/91 and 5.54 in 1989/90). Other results were mixed. The percentage of expenditure for Teaching and Administration declined for schools with doctoral programs (8.59 in 1990/91, 10.17 in 1989/90), but increased for schools without doctoral programs (9.05 in 1990/91, 8.74 in 1989/90). Schools with doctoral programs showed increases in the categories of Student Aid, Continuing Education and Other, and a decrease in the Library category. Schools without doctoral programs showed increases in the Library, Student Aid and Other categories, and a decrease in the category of Continuing Education.

Computing costs for member schools were again examined in 1990/91 and continue to show great variation. These figures are presented in Table IV-17

Table IV-17
COMPUTING COSTS

	Mean	High	Low
All Schools (N = 53)	\$ 15,595	\$ 80,079	\$ 182
Doctoral Programs (N = 23)	20,741	80,079	688
No Doctoral Program (N = 30)	10,617	49,300	182

Schools with doctoral programs continue to have significantly higher expenditures for computing costs. Although the mean for schools without doctoral programs continued to increase for the third year, the mean for schools with doctoral programs declined, in contrast to the two previous years.

Travel expenditures are reported in Table IV-18.

Table IV-18
TRAVEL COSTS

	Mean	High	Low
All Schools (N = 57)	\$ 16,997	\$ 106,569	\$ 85
Doctoral Programs (N = 23)	23,547	106,569	85
No Doctoral Program (N = 34)	12,566	76,455	601

Mean travel expenditures in 1990/91 decreased for schools with doctoral programs and increased for schools without doctoral programs. The mean for schools without doctoral programs increased by 27.7%.

SUMMARY

The total income for library and information science education programs increased for the fifth year. The rate of increase was the fourth lowest in the last ten years. The number of schools showing increases declined, while the number receiving decreases increased. In 1990/91, five additional schools reported total income of more than \$1,000,000, bringing the total to 28, or almost half of the programs. At the other end of the spectrum, the number of schools who reported income of less than \$600,000 remained constant.

The percentage of funding from the parent institution continued to slowly decline. It seems clear that creative fund-raising will become an even higher priority for deans in the '90s.

Tables IV-19 and IV-20 present the complete income and expenditure figures for the ALA-accredited schools who responded to the survey.

Table IV-19
TOTAL INCOME AND SOURCE, 1990/1991

School	Parent Institution	Federal Grants/Contracts	CE Activ.	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Source of Funds
ALABAMA	1,192,275	42,600	0	1,700	12,750	99,741	1,349,065
ALBANY	1,282,978	0	0	0	41,514	107,464	1,431,956
ALBERTA	792,763	0	0	0	0	0	792,763
ARIZONA	676,603	0	0	0	2,000	11,420	690,023
BRIGHAM YOUNG	586,255	0	0	0	0	0	586,255
BRITISH COLUMBIA	940,264	0	0	13,648	0	5,929	953,912
BUFFALO	653,178	21,461	0	6,458	0	0	681,097
CALIFORNIA AT BERKELEY	1,573,823	81,154	0	109,920	41,000	8,762	1,814,659
CALIFORNIA AT LOS ANGELES	1,866,191	111,321	0	22,367	0	199,679	2,199,558
CATHOLIC	692,520	20,833	0	2,075	0	34,202	749,630
CLARION	718,335	25,891	0	0	5,574	30,417	780,217
CLARK ATLANTA	542,988	88,517	0	0	0	16,240	647,745
COLUMBIA	1,195,174	278,996	175,942	202,095	0	836,374	2,688,581
DALHOUSIE	522,119	0	3,000	3,981	0	22,450	551,550
DREXEL*	0	0	0	0	0	0	0
EMPORIA	679,256	0	9,262	18,016	19,960	364,834	1,091,328
FLORIDA STATE	959,991	64,256	0	0	0	249,241	1,273,488
HAWAII AT MANOA	491,787	0	0	0	0	0	491,787
ILLINOIS	1,115,458	1,046,654	35,904	180,111	67,469	453,250	2,898,846
INDIANA	1,860,780	53,000	0	7,700	100,000	5,000	2,026,480
IOWA	522,542	4,320	15,693	8,661	16,046	1,900	569,162
KENT	1,156,270	0	91,102	0	32,392	22,584	1,302,348
KENTUCKY	953,293	0	17,307	0	9,800	303,805	1,284,205
LOUISIANA	732,535	25,600	0	10,572	50,000	1,032	819,739
MARYLAND	1,538,671	167,796	0	8,700	25,761	121,319	1,862,247
MCGILL	729,855	0	0	0	0	15,500	745,355
MICHIGAN	2,029,321	21,600	0	59,794	0	167,726	2,278,441
MISSOURI	805,010	117,777	0	2,550	0	12,165	937,502
MONTREAL	1,527,774	2,314	0	18,206	0	220,515	1,768,809
NORTH CAROLINA	1,599,019	333,347	0	267,048	38,467	45,020	2,282,901
NORTH CAROLINA CENTRAL	790,788	15,250	27,325	18,200	15,800	5,000	872,363
NORTH CAROLINA AT GREENSBORO	486,766	0	2,964	17,582	8,000	2,086	517,398
NORTH TEXAS	883,120	842	0	0	4,470	79,805	968,237
NORTHERN ILLINOIS	383,195	0	0	0	0	0	383,195
OKLAHOMA	465,962	25,600	0	900	0	32,345	524,807
PITTSBURGH	4,511,641	67,515	108,815	68,349	12,000	263,306	5,031,626
PRATT	442,793	0	0	19,937	0	0	462,730
PUERTO RICO	341,021	0	0	0	19,078	5,600	365,699
QUEENS	471,155	12,550	0	0	0	0	483,705
RHODE ISLAND	545,422	0	0	6,716	0	0	552,138
ROSARY	983,344	0	5,000	0	20,800	0	1,009,144
RUTGERS	1,558,091	11,500	0	0	0	0	1,569,591
ST. JOHN'S	539,453	10,800	15,680	0	0	0	565,933
SAN JOSE	871,060	0	0	5,000	38,000	309,433	1,223,493
SIMMONS	1,601,907	0	2,735	109,112	14,000	0	1,727,754
SOUTH CAROLINA	1,043,778	0	0	16,434	0	0	1,060,212
SOUTH FLORIDA	474,278	0	0	5,137	0	48,425	527,840
SOUTHERN CONNECTICUT	591,937	0	0	0	0	0	591,937
SOUTHERN MISSISSIPPI	479,240	32,911	88,044	25,873	3,400	49,253	611,238
SYRACUSE	1,263,159	310,896	0	72,239	0	229,133	1,875,427
TENNESSEE	445,774	1,320,517	0	810	0	0	1,767,101
TEXAS AT AUSTIN	1,251,106	0	56,099	37,965	0	15,790	1,360,960
TEXAS WOMAN'S	584,157	40,400	0	750	0	103,745	729,052
TORONTO	2,348,704	0	0	0	0	0	2,348,704
WASHINGTON	671,799	0	38,765	17,081	1,237	0	728,882
WAYNE	1,197,474	10,800	963	10,991	115,555	18,030	1,353,813

Table IV-19, Continued
TOTAL INCOME AND SOURCE, 1990/1991, cont'd.

School	Parent Institution	Federal Grants/Contracts	CE Activ.	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Source of Funds
WESTERN ONTARIO	2,413,593	42,933	0	0	1,250	2,906	2,460,682
WISCONSIN-MADISON	1,077,026	125,892	175,829	4,013	0	59,304	1,442,064
WISCONSIN-MILWAUKEE	567,565	10,800	45,180	0	0	72,640	696,185
TOTAL	\$59,222,336	\$4,546,643	\$915,609\$	1,379,881\$	716,323	\$4,653,370	71,434,965

*data incomplete or not supplied: incomplete data not included in previous tables.

Table IV-20
TOTAL EXPENDITURES, 1990/1991

Schools	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
ALABAMA	\$ 990,728	166,619	105,269	83,700	2,750	0	0	1,349,066
ALBANY	1,149,688	95,921	159,547	26,800	0	0	0	1,431,956
ALBERTA	739,332	51,291	0	0	0	3,140	0	793,763
ARIZONA	572,491	20,841	13,420	83,271	0	0	0	690,023
BRIGHAM YOUNG	509,401	38,577	0	38,277	0	0	0	586,255
BRITISH COLUMBIA	873,460	89,216	0	0	0	12,758	0	975,434
BUFFALO	591,038	71,663	0	18,396	0	0	0	681,097
CALIFORNIA AT BERKELEY	1,301,672	213,271	27,043	205,206	644	0	2,669	1,750,505
CALIFORNIA AT LOS ANGELES	1,598,574	220,084	39,857	80,105	0	14,657	34,938	1,988,215
CATHOLIC	616,404	89,490	0	10,759	12,434	0	0	729,087
CLARION	673,408	106,394	0	0	0	0	0	622,866
CLARK ATLANTA	410,555	20,126	0	165,000	3,828	23,357	0	622,866
COLUMBIA	1,457,353	314,734	0	622,572	294,683	0	0	2,689,342
DAIHOUSIE	446,067	32,026	7,701	37,325	3,400	0	25,031	551,550
DREXEL*	0	0	0	0	0	0	0	0
EMPORIA	817,178	233,588	1,500	16,300	17,029	0	8,420	1,094,015
FLORIDA STATE	1,123,393	49,719	64,256	6,000	30,120	0	0	1,273,488
HAWAII AT MANOA	452,230	43,384	0	0	0	0	0	495,614
ILLINOIS	1,163,960	197,412	314,402	57,246	48,346	0	871	1,782,237
INDIANA	1,365,973	256,154	0	303,753	100,000	0	0	2,025,880
IOWA	495,297	45,458	0	12,514	15,893	0	0	569,162
KENT	995,660	159,610	32,392	11,418	71,126	0	957	1,271,163
KENTUCKY	905,561	61,354	0	152,884	17,307	0	147,099	1,284,205
LOUISIANA	695,582	109,082	0	22,750	0	0	1,782	829,196
MARYLAND	1,436,027	150,774	49,919	175,596	0	46,931	0	1,859,247
MCGILL	665,511	42,546	0	15,500	0	0	0	723,557
MICHIGAN	1,406,233	151,058	24,374	525,342	0	0	33,191	2,140,198
MISSOURI	710,310	106,865	117,777	2,550	0	0	0	937,502
MONTREAL	1,505,649	152,549	28,787	9,700	0	0	390,225	2,086,910
NORTH CAROLINA	1,428,169	153,191	0	171,782	0	0	215,695	1,968,817
NORTH CAROLINA CENT.	651,548	34,524	0	34,000	27,325	56,673	68,293	872,363
NORTH CAROLINA AT GREENSBORO	456,588	31,951	4,447	14,775	5,460	0	0	513,221
NORTH TEXAS	848,426	116,711	0	3,100	0	0	0	968,237
NORTHERN ILLINOIS	289,621	36,360	0	0	57,213	0	0	383,194
OKLAHOMA	445,367	49,549	0	13,976	1,000	0	0	509,892
PITTSBURGH	3,951,639	372,256	2,746	125,235	43,105	0	462,062	4,957,043
PRATT	384,995	57,798	0	9,100	0	0	10,837	462,730

Table IV-20, Continued
TOTAL EXPENDITURES, 1990/1991

Schools	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
PUERTO RICO	301,104	28,067	0	14,413	2,300	0	728	346,612
QUEENS	442,495	3,810	0	12,550	0	12,300	0	471,155
RHODE ISLAND	507,310	35,612	0	9,216	0	0	0	552,138
ROSARY	709,901	133,352	0	32,000	2,890	132,000	0	1,010,143
RUTGERS	1,482,858	58,083	11,500	20,150	0	0	0	1,572,591
ST. JOHN'S	460,978	39,413	0	20,985	14,146	0	2,597	538,119
SAN JOSE	1,045,259	129,346	9,838	38,000	0	0	0	1,222,443
SIMMONS	1,334,103	125,908	24,350	147,499	8,603	73,000	11,200	1,724,663
SOUTH CAROLINA	878,351	144,384	3,862	4,500	5,452	0	0	1,036,549
SOUTH FLORIDA	561,509	37,685	0	0	0	0	0	599,195
SOUTHERN CONNECTICUT	529,731	57,600	0	2,000	0	2,606	0	591,937
SOUTHERN MISSISSIPPI	446,995	32,244	0	7,850	124,149	0	0	611,238
SYRACUSE	1,226,766	179,780	310,896	152,351	5,634	0	0	1,875,427
TENNESSEE	429,486	62,592	1,268,734	810	0	0	5,479	1,767,101
TEXAS AT AUSTIN	1,188,412	92,947	0	146,860	22,741	0	0	1,450,960
TEXAS WOMAN'S	655,655	28,452	716	34,443	0	0	0	719,266
TORONTO	2,089,074	147,297	0	0	8,000	104,333	0	2,348,704
WASHINGTON	580,790	52,968	0	49,903	38,765	0	1,237	723,663
WAYNE	733,485	247,508	81,483	215,603	1,150	43,623	1,940	1,324,792
WESTERN ONTARIO	2,103,637	159,037	25,840	2,400	500	121,818	47,450	2,460,682
WISCONSIN-MADISON	1,155,186	60,883	61,470	10,325	103,368	40,680	10,152	1,442,064
WISCONSIN-MILWAUKEE	522,485	126,084	15,776	22,460	6,417	0	2,963	696,185
TOTAL	53,510,658	6,125,198	2,807,902	3,999,665	1,095,778	687,876	1,485,806	69,712,883

*data incomplete or not supplied; incomplete data not included in previous tables.

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-21 shows the schools reporting additional benefits and the amounts accruing from them.

Table IV-21
INSTITUTIONAL BENEFITS

ALBANY	39,291	NORTHERN ILLINOIS	1,850
ALBERTA	78,107	OKLAHOMA	49,308
BRITISH COLUMBIA	132,581	PITTSBURGH	278,122
BUFFALO	132,365	PUERTO RICO	3,008
CALIFORNIA AT BERKELEY	190,271	QUEENS	2,515
CATHOLIC	108,010	RHODE ISLAND	127,000
CLARION	247,752	ROSARY	46,000
DALHOUSIE	10,000	RUTGERS	195,000
EMPORIA	21,565	ST. JOHN'S	33,660
HAWAII AT MANOA	59,200	SIMMONS	184,725
LOUISIANA	305,297	SOUTH CAROLINA	17,000
MARYLAND	43,664	SOUTH FLORIDA	18,520
MCGILL	105,000	TENNESSEE	68,654

**Table IV-21, Continued
INSTITUTIONAL BENEFITS**

MICHIGAN	129,542	TEXAS AT AUSTIN	88,842
MISSOURI	25,218	TEXAS WOMAN'S	15,000
NORTH CAROLINA	286,092	TORONTO	326,380
NORTH CAROLINA CENTRAL	37,664	WASHINGTON	15,000
NORTH CAROLINA AT GREENSBORO	29,000	WAYNE	6,000
		WISCONSIN-MILWAUKEE	239,000

INSTITUTIONAL MEMBERS WITHOUT ALA-ACCREDITED PROGRAMS

One of the non-ALA accredited schools returned a survey form. Its income and expenditure figures are presented in Tables IV-22 and IV-23. No attempt has been made to analyze them.

**Table IV-22
SOURCES OF INCOME OF INSTITUTIONAL MEMBERS
WITHOUT ALA-ACCREDITED PROGRAMS, 1990/91**

School	Parent	Federal	Other	Total
EAST CAROLINA	\$ 544,393	0	11,277	555,670

**Table IV-23
TOTAL EXPENDITURES OF INSTITUTIONAL MEMBERS,
WITHOUT ALA-ACCREDITED PROGRAMS, 1990/91**

Schools	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
EAST CAROLINA	511,039	39,353	0	700	4,677	0	0	555,769

Appendix I

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987/89	1986	1985	1984	1983	1982	1981	1980
Funding Levels	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1
Increase/Dec.	IV-2	IV-2	IV-1a	IV-1a	-	-	-	-
Freq. Dist. Inc.	IV-3	IV-3	IV-2	IV-2	IV-2	Fig. IV-1	Fig. IV-1	Fig. IV-1
Sources/Funds	IV-4	IV-4	IV-3	IV-3	IV-3	IV-2	IV-2	IV-2
Freq. Dist. Par.	IV-5	IV-5	IV-4	IV-4	IV-4	-	-	-
Funding Basis	IV-6	IV-6	IV-4a	-	-	-	-	-
Av. Fed. Funding	IV-7	IV-7	IV-5	IV-5	IV-5	IV-3	IV-3	IV-3
Freq. Dist. Fed	IV-8	IV-8	IV-5a	-	-	-	-	-
Sources Ph.D.	IV-9	IV-9	IV-7	IV-7	IV-7	-	-	IV-5
Reg. Dist. Inc.	IV-10	IV-10	IV-7a	IV-7a	-	-	-	-
Annual Exp.	IV-11	IV-11	IV-8	IV-8	IV-8	IV-5	IV-5	IV-6
Library Facil.	IV-12	IV-12	IV-8a	-	-	-	-	-
Library Supp.	IV-13	IV-13	IV-8b	IV-6	IV-6	IV-4	IV-4	-
Sal./Wages All.	IV-14	IV-14	IV-9rev.	IV-9	IV-9	IV-6	IV-6	IV-8
Teach/Admin Exp.	IV-15	IV-15	IV-9a	-	-	-	-	-
Exp. Ph.D.	IV-16	IV-16	IV-10	IV-10	IV-10	-	-	-
Computing	IV-17	IV-17	IV-10a	IV-10a	-	-	-	-
Travel	IV-18	IV-18	IV-10b	IV-10b	-	-	-	-
Total Income	IV-19	IV-19	IV-11rev.	IV-11	IV-11	IV-7	IV-7	IV-9a
Total Expend.	IV-20	IV-20	IV-12	IV-12	IV-12	IV-9	IV-9	IV-10a
Inst. Benefits	IV-21	IV-21	IV-12a	IV-12a	-	-	-	-
Income/Assoc. Mem.	IV-22	-	IV-13	IV-13	IV-13	IV-8	IV-8	IV-9b
Exp./Assoc. Mem.	IV-23	-	IV-14	IV-14	IV-14	IV-10	IV-10	IV-10b
Regress./Anal.	-	-	-	-	-	-	IV-5b	-
Mean Inc./Lib.	-	-	-	-	-	IV-4	IV-4	IV-4
Sals/Wages Alloc.	-	-	-	-	IV-15	-	-	-
Member Schools Supp: Ph.D.; Priv/pub								

CONTINUING PROFESSIONAL EDUCATION

Darlene E. Weingand

The following data present a profile of continuing education activities for 1990-91. While all members of the Association for Library and Information Science Education were invited to submit data, not all schools elected to do so. However, all fifty-nine schools containing programs accredited by the American Library Association Committee on Accreditation [to be identified in this chapter as "ALA schools"] have contributed information for this report, including those schools that did not engage in continuing education activities. Forty-five schools offered continuing education in some form; thirteen schools reported no activity in this area; one school claimed to "define CE differently".

It should be noted that only two programs from non-ALA schools are represented, although all schools [as stated above] were given the opportunity to participate. The data from these two programs are listed in those tables where individual schools are detailed; where aggregate data is used, only the ALA schools are included, since separate reporting of summary data from only two programs would be of limited usefulness.

Further, only events which were presented for a target audience of non-degree seeking participants are reported in this section. Program offerings designed as part of an academic degree program are excluded, but information on these courses may be found in the curriculum section of this volume.

CONTINUING EDUCATION EVENTS

Continuing education covers a spectrum of activities, some of which offer academic credit and some which are solely for professional development and may, or may not, offer Continuing Education Units. For the purposes of this chapter, credit and non-credit opportunities are reported separately, beginning with a look at the non-credit continuing professional education events.

Non-Credit Activity

Table V-1 lists the number of continuing education events that were offered during the 1990-91 academic year, the total number of contact hours of instruction, and the total

enrollments [attendance]. The number of events are down slightly from the previous year [-2%], but the overall attendance increased by 316 participants [+1%]. While there is a large difference in the number of contact hours [-1638, or -30%], this figure must be viewed with some skepticism. There was an inconsistency in calculating and reporting contact hours that has been identified and corrected in this chapter; however, the consistency of previous years cannot be determined.

Table V-1
NUMBER, DURATION, AND ENROLLMENT OF CONTINUING
EDUCATION EVENTS, 1990-1991

ALA Schools	Number of Events	Contact Hours	Attendance
Buffalo	3	3	115
California-Los Angeles	37	86	1368
Catholic	3	61	252
Clarion	2	28	340
Clark Atlanta	1	70	15
Columbia	54	715	1634
Dalhousie	10	24	492
Drexel	1	6	220
Emporia	8	137.5	233
Florida State	5	24	310
Hawaii	16	180	230
Illinois	6	NA	337
Iowa	3	15	550
Kent	5	30	75
Kentucky	9	41	531
Louisiana State	1	6.5	58
Maryland	2	11	108
McGill	45	211	680
Michigan	1	3	50
Missouri	7	27	196

ALA Schools	Number of Events	Contact Hours	Attendance
Montreal	2	66	43
NC-Central	12	29	416
NC-Chapel Hill	3	0	104
NC-Greensboro	3	22	236
Northern Illinois	5	3	815
Oklahoma	7	41	540
Pittsburgh	7	104	630
Puerto Rico	7	31.5	187
Rhode Island	8	14.5	250
Rosary	5	32.5	51
Rutgers	19	163.5	1063
St. John's	2	12	380
Simmons	7	32.5	44
South Carolina	7	11.5	1810
So. Mississippi	7	33	930
Syracuse	2	14	667
Texas-Austin	15	89.5	1223
Texas Woman's	3	11	395
Toronto	24	175	453
Washington	15	237	310
Wayne State	15	51.5	924
Western Ontario	2	48	31
Wisconsin-Madison	93	828	2747
Wisconsin-Milwaukee	5	52	45
TOTALS	494	3781	22,088

ALA Schools	Number of Events	Contact Hours	Attendance
Non-ALA Schools Reporting			
East Carolina	7	28	145
Mankato State	1	8	180
TOTALS	8	36	325

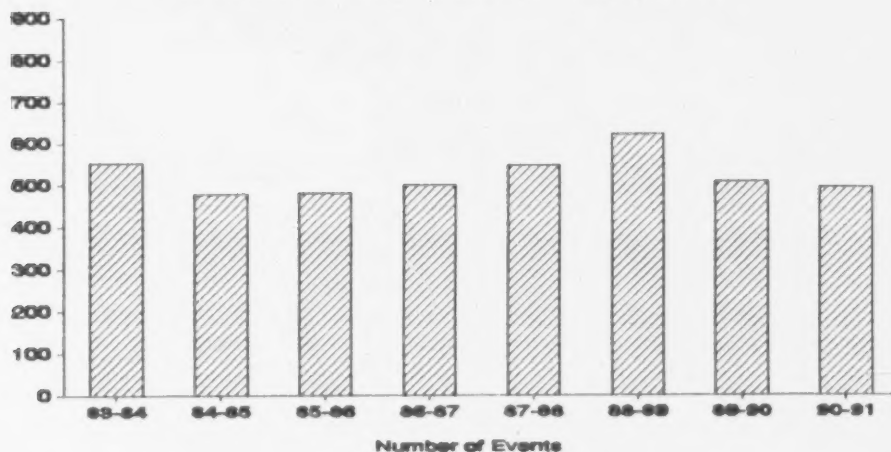
Reporting no CE: Alabama, Albany, Alberta, Brigham Young, British Columbia, California-Berkeley, Indiana, Univ. of North Texas, Pratt, Queens, San Jose, South Florida, So. Connecticut.

Arizona "defines CE differently than ALISE"

Tennessee reported "several" online training workshops in cooperation with the UTK libraries.

Figure 1 illustrates the profile of continuing education events over an eight year period. The peak activity during this time period occurred in 1988-89. This year's figures, while not the lowest reported over the eight years, represent a downturn and the lowest in the past five years. Since all ALA schools have reported for the 1990-91 year, it might be wise to use this year as a benchmark from which to compare future years.

Figure 1
EIGHT-YEAR COMPARISON OF CONTINUING EDUCATION
EVENTS IN ALA SCHOOLS 1983-1991



The decline in the number of events may also reflect the nation's beleaguered economy, for events that might have been scheduled--and subsequently cancelled because of insufficient registration--would not be reported. Therefore, in order to fully understand this category of data, it may be useful in subsequent years to ask about the number of cancellations.

Table V-2 provides a summary of total continuing education activity reported, detailed by type of event. For each type, data is presented concerning the number of programs held, the total contact hours, the number of attendees, the number of programs offering CEUs¹, the number of programs held on and off campus, and the number of programs offered via alternative modes of delivery. Although the data collection forms request a response to the "Total Number of CEUs Awarded", respondents' calculations have been so inconsistent that this result is not

¹A CEU is defined as a unit of credit [non-academic] representing ten contact hours of participation in an organized continuing education activity under responsible sponsorship, capable direction and qualified instruction. The "contact hour" is a standard unit of measurement commonly equated to fifty (50) minutes of participation in an organized learning activity.

reported and it is recommended that this request be discontinued.

There is dramatic increase in the following categories:

*Institute/Symposium/Conference/Forum [+105%]

*Short courses [+125%]

*Other formats [+233%]

The marked rise in the conference and short course modes may illustrate the appeal of such designed to busy working practitioners, who can afford to take time from their busy schedules to attend continuing education events with minimum time commitments. The explosive increase in "Other Formats" underscores the trend toward alternative delivery systems, as this category includes study tours, correspondence, and telecommunications opportunities. In addition, some of the "Short Courses" also were delivered via a teleconferencing network.

The number of workshops has also risen [+10%], seminars offered have decreased [-23%], and the number of colloquia has held steady. Once again, there was no reporting of Tutorial or Individualized Instruction, and this category is recommended for discontinuance.

There is a corresponding rise in attendance figures [i.e. Conferences = +72%] that should be noted, as well as a trend to hold more events on campus [unless utilizing distance education mechanisms]. Many more programs are being offered for CEUs, which may indicate consumer interest in creating a record of effort for possible impact on salary and/or promotional discussions.

Table V-2
SUMMARY OF NUMBER DURATION, ENROLLMENT, AND DELETION
OF CONTINUING EDUCATION EVENTS IN ALA SCHOOLS, 1990-91

Non-Credit Activity	# Held	Contact Hours	Attend.	Programs Offering CEU's	# Held on Campus	# Held off Campus	Deliver by Alternative Method
Institute Symposium Conference Forum	74	654	8087	26.5	44	6	0
Workshop	153	684	3492	25	95	26	0
Seminar	58	600	1468	36	49	9	0
Colloquium Lecture	128	209.5	5852	2	79*	3*	0
Short Course	63	978	685	16**	31**	0	20***
Tutorial or Individual- ized Instruction							
Other	10	260	1656	7	3	3	1 Study tour 1 Correspond. 3 via Educa- tional Telecon- ferencing Network

* 25 NR

** 29 NR

*** Audio Teleconference

Table V-3
EIGHT-YEAR COMPARISON OF NUMBER OF CONTINUING EDUCATION
EVENTS BY TYPES OF EVENTS IN ALA SCHOOL, 1983-1991

Type of Event	93-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Institute Symposium Conference Forum	64	92	73	65	86	58	36	74
Workshop	147	172	176	177	207	240	139	153
Seminar	31	40	54	51	70	80	76	58
Colloquium/Lecture	184	107	120	139	118	144	126	128
Short Course	68	62	53	64	54	62	28	63
Tutorial or Individualized Instruction	8	1	1	0	0	4	0	0
Other Formats	1	3	3	4	11	16	3	10

The comparative figures for enrollments by type of event shown in Table V-4 also demonstrate a cyclical pattern.

Table V-4
EIGHT-YEAR COMPARISON OF CONTINUING EDUCATION
ENROLLMENTS BY TYPE OF EVENT IN ALA SCHOOLS, 1983-1991

Type of Event	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Institute Symposium Conference Forum	5410	5986	4985	6324	8076	16588	4619	8087
Workshop	5637	5871	4085	4659	5691	6184	3605	3492

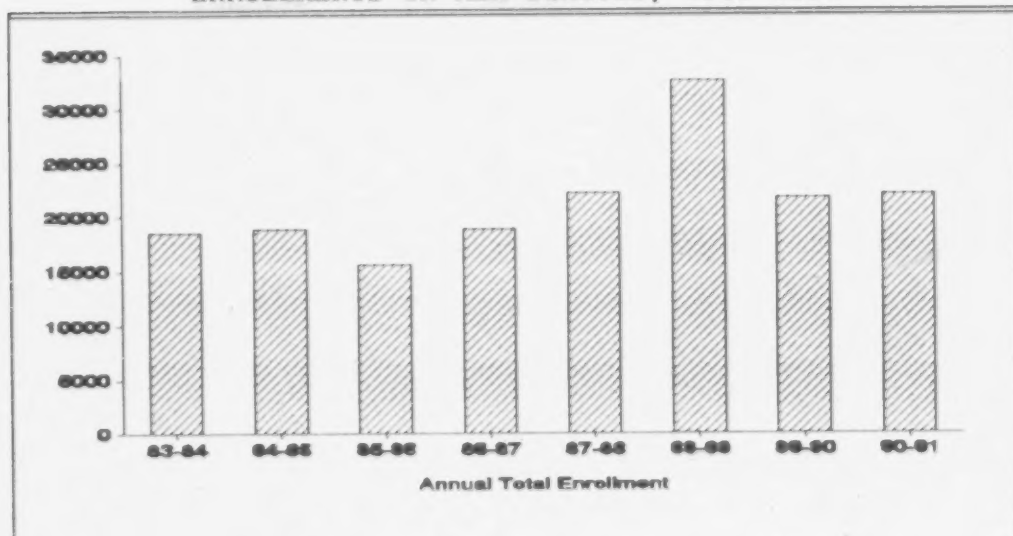
Type of Event	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Seminar	694	894	1166	1179	1744	2514	1653	1468
Colloquium Lecture	4815	4465	4109	5218	4644	6799	4369	5852
Short Course	1697	1469	1191	1333	1511	1577	292	685
Tutorial or Individualized Instruction	170	3	50	0	0	40	0	0
Other Formats	32	129	68	117	465	346	88	1656

Table V-3 focuses on the number of continuing education events, by type, across the eight year time frame. Conferences [et al] are more than double last year's figures but, when compared to other years in this period, are not at the highest point, nor the lowest. However, only 1984-85 and 1987-88 exhibit higher figures. Workshops, too, are not at the highest point, but are obviously on the increase. Short courses are right up there with the highest years. There are decided fluctuations in formats across the years, but definitive trends cannot be determined from the data.

Conferences [et al] are at an all-time high, but just a bit above 1987-88. Colloquia are also at a peak, second only to 1988-89. The short course has risen dramatically over last year, but the 1989-90 figure was a startling drop from previous years. While there has been activity in the tutorial area over this time span, the recommendation to discontinue still seems valid given the pattern of activity. The workshop format has attracted the smallest number of participants in the past eight years, raising questions concerning respondents' interpretation of definitions. The "Other Formats" show such a spectacular increase, that the concern over definitions is underscored. Redefinition may be necessary.

Figure 2, for the same eight year period, illustrates overall enrollment figures since 1983. While still significantly under the 1988-89 level, the 1990-91 enrollments are certainly healthy and represent, as stated earlier, a 1% increase over the previous year. However, since the figures of previous years may include non-ALA schools, this enrollment upswing may be more decided than is immediately apparent. It should be noted that, in a time of economic uncertainty, the healthy state of enrollment is a positive expression of the field's interest in professional development.

FIGURE 2
EIGHT-YEAR COMPARISON OF CONTINUING EDUCATION
ENROLLMENTS IN ALA SCHOOLS, 1983-1991



Credit Courses

Table V-5, summarizing credit courses that are specifically designed for and presented to students not enrolled in degree programs, presents a profile of opportunities ranging from one to seven weeks, and including evening and weekend events. There is notable increase in the number of 1-2 week short courses offered for 1 credit [+42%], as well as the 1 credit evening courses [+230%], which may reflect a participant increase in academic credit for engaging in continuing education.

Table V-5
SUMMARY OF CREDIT COURSE OFFERINGS FOR CONTINUING
EDUCATION EVENTS IN ALA SCHOOLS, 1990-1991

Credit Activity	1 Credit Hour	1.5 Credit Hour	2 Credit Hour	3 Credit Hour	Total Enrolled	# Held on Campus	# Held off Campus
1-2 Week Short Course	34	0	10	10	935	48	6
3-4 Week Short Course	0	1	2	4	91	6	1**
5-6 Week Short Course	0	0	3	2	60	2	3
7+ Week Short Course	1	0	1	18	330	1*	* 16**
Evening	10	0	0	18	391	22	6
Weekend*	6	0	1	3	301	4	7
Other (1day)	2	0	0	0	380	1	1
Totals	53	1	17	55	2488	84	40

* Also 1 NR

1 "Attestation"

** 1 Course delivered by Telenet

The total enrollment in the 1-2 week short course [regardless of amount of credit] is up 49%; for the 3-4 week course has increased 38%; the 5-6 week course has risen 233%; the 7 week course measures 73% higher; the evening courses are up 159%; weekend courses have increased 60%; and the small number of "other" [one day] events skyrocketed 421%. In other words, the change from last year in terms of individuals interested in furthering their education is definitely on the upswing.

THE CONTINUING EDUCATION ENVIRONMENT

In order to effectively produce continuing education courses, it is important to clearly understand a variety of factors concerning the internal and external environments. Among these factors are the following:

- *Geographic origin of participants
- *Sources of financial support
- *Nature of instructor compensation
- *Background of instructors
- *Structure of administration and coordination

Table V-6 compares the geographic areas from which continuing education participants were drawn. There continues to be a strong local market, with some variation at state, regional and national levels.

TABLE V-6
PERCENTAGES OF ATTENDEES AT CONTINUING EDUCATION
EVENTS BY GEOGRAPHIC AREA 1990-1991

ALA Schools	Percent Local	State/Province	Regional	National/Int'l
Buffalo	100	0	0	0
UCLA	98	1	0	1
Catholic	50	0	30	20
Clarion	0	35	30	35
Clark Atlanta	NR	NR	NR	NR
Columbia	0	0	26	74
Dalhousie	85	10	5	0
Drexel	NA	NA	NA	NA
Emporia	10	80	10	0

ALA Schools	Percent Local	State/Province	Regional	National/Int'l
Florida State	40	20	20	20
Hawaii	90	0	0	10
Iowa	40	50	10	0
Kent State	50	25	20	5
Kentucky	84	8	8	0
Louisiana State	0	100	0	0
Maryland	85	10	5	0
McGill	80	20	0	0
Michigan	0	100	0	0
Missouri	90	0	10	0
Montreal	0	100	0	0
NC-Central	20	60	15	5
NC-Chapel Hill	3	95	2	0
NC-Greensboro	75	25	0	0
N. Illinois	90	10	0	0
Oklahoma	68	29	3	0
Pittsburgh	50	37	10	3
Puerto Rico	90	10	0	0
Rhode Island	35	40	25	0
Rosary	100	0	0	0
Rutgers	30	60	10	0
St. John's	80	0	0	20
Simmons	50	33	15	2
S. Carolina	75	10	10	5
S. Mississippi	10	50	30	10
Syracuse	75	20	5	0
Texas-Austin	20	26	34	20
Texas Woman's	50	40	8	2
Toronto	95	5	0	0

ALA Schools	Percent Local	State/Province	Regional	National/Int'l
Washington	43	42	8	1/1
Wayne State	80	20	0	0
W. Ontario	44	28	0	28
WISC-Madison	14.7	73.7	7	4.6
WISC-Milwaukee	80	10	5	5
Non-ALA Schools Reporting				
East Carolina	90	10	0	0
Mankato State	0	100	0	0

The patterns of financial support are illustrated in Table V-7. There appears to be a movement toward fee-based events, with virtually no support from the federal level. Institutional support has not changed markedly for most institutions, but several schools indicate some increase at the same time that others are reporting a decrease. Contracts and grants represent but a small proportion of possible funds. However, as the table's "Key" indicates, there are some examples of alternative funding.

Table V-7
SOURCES OF FINANCIAL SUPPORT FOR CONTINUING
EDUCATION PROGRAMS 1990-1991

ALA Schools	Institution	Federal Funds	Fees	Contracts/Grants	Other
Buffalo	100	0	0	0	0
UCLA	85	0	0	0	15****
Catholic	15	0	35	50	0
Clarion	0	0	50	50***	0
Clark Atlanta	NR	NR	NR	NR	NR
Columbia	5	0	95	0	0
Dalhousie	(100*)	0	(100**)	0	0
Drexel	NA	NA	NA	NA	NA
Emporia	85	0	0	0	15*****
Florida State	0	0	100	0	0
Hawaii	0	0	100	0	0
Illinois	0	0	100	0	0
Iowa	15	0	85	0	0
Kent	0	0	100	0	0
Kentucky	0	0	100	0	0
Louisiana State	0	0	100	0	0
Maryland	0	0	90	0	10~AC

ALA Schools	Institution	Federal Funds	Fees	Contracts/ Grants	Other
McGill	0	0	95	5	0
Michigan	0	0	0	0	X
Missouri	84	0	16	0	0
Montreal	0	0	100	0	0
NC - Central	40	5	45	10	0
NC - Chapel Hill	0	0	100	0	0
NC - Greensboro	0	0	50	50	0
N. Illinois	0	0	100	0	0
Oklahoma *	100	0	(100**)	0	0
Pittsburgh	15	0	65	20	0
Puerto Rico	70	0	30	0	0
Rhode Island	65	0	35	0	0
Rosary	0	0	100	0	0
Rutgers	50	0	50	5	0
St. John's	10	0	50	0	40-HWW
Simmons	15	0	85	0	0
South Carolina	70	0	0	0	30-CS
S. Mississippi	18	0	82	0	0
Syracuse	50	0	50	0	0
Texas - Austin	30	0	70	0	0

ALA Schools	Institution	Federal Funds	Fees	Contracts/Grants	Other
Texas Woman's	(100**)	0	(50**)	(100**)	(50-edw**)
Toronto	50	0	50	0	0
Washington	0	0	45	50	5-ss
Wayne State	50	0	40	0	0
Western Ontario	0	0	100	0	0
Wisconsin - Madison	38	2	60	0	0
Wisconsin - Milwaukee	0	0	100	0	0
Non-ALA Schools Reporting					
East Carolina	0	0	57	43	0
Mankato State	0	0	0	0	X

KEY: CS = co-sponsoring agencies
 EDW = endowment
 PF = private funding
 SL = state library
 AC = alumni chapter
 SS = state subsidy
 HWW = H. W. Wilson

* = for lectures
 ** = some events
 X = No Compensation Given
 *** = other than Federal
 **** = Free speakers
 ***** = Kansas State Library

Table V-8 summarizes information on how instructors are compensated for their teaching efforts in both credit and non-credit situations. While there is little change overall, there is a definite increase in faculty members teaching non-credit offerings as part of teaching load. Conversely, there is also an increase in negotiating compensation with faculty for both credit and non-credit. Non-credit teaching by outside instructors in terms of both negotiated compensation [-16%] and flat fees [-33%] shows a decided decline.

Table V-8
SUMMARY METHODS OF DETERMINING COMPENSATION OF
CONTINUING EDUCATION PROGRAM FACULTY IN ALA SCHOOLS 1990-1991

Method of Compensation	School's Own Faculty		Outside Instructors	
	Credit	Non-Credit	Credit	Non-Credit
Negotiated	6	15	11	25
Flat fee	3	6	7	14
Formula	3	5	2	2
Part of Teaching Load	9	13	0	2

In terms of sources of continuing education instructors, schools draw upon a broad spectrum of possibilities. Information practitioners are clearly in the forefront, with faculty from the home institution in second place and visiting faculty coming in third. However, there is definitely considerable variability present.

Table V-9
SUMMARY OF SOURCES OF FACULTY FOR CONTINUING
EDUCATION INSTRUCTION IN ALA SCHOOLS 1990-1991

Instructor Source	Not at all				Great Extent
	1	2	3	4	5
Own Library Faculty	1	7	8	11	6
Visiting Library Faculty	10	5	10	5	-
Other Faculty in Own Institution	10	12	4	-	-
Other Faculty from Other Institution	5	14	6	3	-
Information Practitioners	1	-	14	10	8

Instructor Source	1	2	3	4	5
Other, Includes Childrens authors Info. Professionals Vendor Trainees PhD Students & Library staff PhD Students & Library Staff Emeritus Financial planner	-	3	4	2	2

NR = 8

The final table, V-10, concerns administration and coordination. When compared with last year's figures, there is a considerable drop in the assignment of specific person(s) to handle the total program--from 108 to 47. This suggests [given the number of reporting schools] that such responsibility has shifted from being the province of more than one individual or group to that of being the responsibility of a single person or entity. The same phenomenon is present for individual activities, with cited responsibility dropping from 86 to 59.

Table V-10
SUMMARY OF METHODS OF ADMINISTRATION AND
COORDINATION OF CONTINUING EDUCATION ACTIVITIES
IN ALA SCHOOLS, 1990-1991

Methods of Administration	Total Program	Individual Activity
Library School Coordinator	15.5	14
University CE Office	2.5	11
Faculty Committee	5	8
One Faculty Member Assumes as Permanent Coordinator	7.5	9.5
Faculty Rotate	2	7
Dean/Director, Associate Dean	14.5	9.5

NR = 1

The involvement of the Dean/Director is particularly reduced, and a library school coordinator is mentioned far less frequently.

SUMMARY

In conclusion, the caveat must be restated that the data presented are clearly differentiated between accredited and non-accredited schools; there is no assurance that this delineation is present in data from previous years. Further, the full participation by all ALA schools is a happy situation that has not always been present in the past. Therefore, it would be advisable to continue this clear distinction in future years in order to provide consistent and comparable data.

On the economic front, the 1990-91 year was certainly beset by fiscal constraint in the national economy--constraint which necessarily has some reverberation within both the academic and professional communities. However, the data reported do not reflect the anticipated negative effect and it will be interesting to see if there will be a delayed effect in the next reporting period or whether the importance of continuing professional education can weather rough economic seas.

In terms of process, there will need to be some refinement of the reporting form in order to clarify definitions, eliminate unnecessary data, and request additional information. This continual evolution of process is inevitable; however, it is important that comparability of data be maintained.

Finally, comments regarding the data presented in this chapter are encouraged and the chapter author welcomes ideas regarding ways to improve the usefulness of both the data collected and the method of presentation.

SUMMARY AND COMPARATIVE ANALYSIS

by

June Lester

INTRODUCTION

The form and style of this summary and comparative analysis chapter have varied considerably from year to year, sometimes offering further analysis of the data, sometimes summarizing and commenting on the data presented in the various chapters, at times focusing on what the data collected do not reveal and making suggestions for future reports, and, last year, presenting a ten-year overview. What this year's edition will do is a little bit of all of these, making some observations based on comparisons not presented in the individual chapters while trying not to unnecessarily repeat what can better be found there, at times looking back at five or ten years earlier, and on occasion suggesting what it would be interesting to know that the data cannot tell.

No attempt has been made to comment equally on all portions of the report, in part because of the differing nature of the information and because of the differing levels of analysis found in the sections. Because of the very limited response from schools not having ALA-accredited master's programs, the commentary in this chapter is restricted to those schools with such accreditation. A larger focus on the master's program and secondarily on the doctoral program data will also be apparent. Although this is somewhat deliberate, the amount of data related to these two programs and their major role in the schools would lead to such a presentation even if it were not intentional.

The data presented this year include responses from all of the 59 schools that at the time of the gathering of data had master's programs accredited by the American Library Association. This 100 percent participation (although not all schools provided data for all items) significantly enhances the value of the report for benchmarking the collective strengths and weakness of the library and information science education enterprise as it is represented by these schools. In addition, the utility to individual schools for comparative purposes is expanded. It is lamentable, however, that the response from schools without ALA-accredited programs was so meager. Participation from such schools has been so variable over the years of this report that the data, while useful for each individual year of reporting, has no longitudinal value.

In 1989, Jane Anne Hannigan raised a number of questions in this chapter and made suggestions for change, some of which have

been implemented. Although the questions posed and the additional data suggested for collection were probably too overwhelming for all to be incorporated (and if attempted would likely reduce the level of response achieved in the 1992 report), a useful addition would be a focus each year on collection of additional, more in-depth data in one area of the report. Such an approach would not provide the base-line longitudinal data that makes the current approach so valuable, but it would be useful for the Association to provide such snapshot views from time to time. Hannigan suggested establishing a cycle for collection of such data; alternatively, the choice could be made annually to illuminate more fully an area in which there appears to be considerable change.

FACULTY

In 1992, the general trend upward in average number of faculty continues and is heartening to observe. However, the faculty number at individual schools clusters in the 8-9 range, with 50.8 percent having 9 or fewer faculty members. Just under one-half of the schools (29 or 49.2 percent) fall in the 9-14 range; slightly over one-third (21 or 35.6 percent) are in the 8 and under range.

The male-female ratio for full-time faculty continues to approach 1:1 ((52.5 percent male, 47.5 percent female), albeit slowly. The representation of females in the various ranks is not as positive as this overall ratio, and in one rank is below what it was ten years ago: the percentage of female professors is 28.9, compared to 30.7 in 1982-83. Of total female faculty, 15.8 percent are professors whereas 35.2 percent of male faculty are at professor rank. In contrast, 43.2 percent of total female faculty are assistant professors, instructors, or lecturers compared to 25.4 percent of males at those ranks.

Given that one important source for leadership of the schools is faculty holding professor rank, one must observe that despite the decline in representation of females at that rank compared to 1982-83, the percentage of female deans and directors has increased considerably since the early 1980s and in 1991-92 moved up 5.1 percentage points over 1990-91, to 40.7 (24 deans/directors). However, in comparative terms within gender categories, there is still disparity: male deans and directors represent 10.4 percent of male faculty whereas female deans and directors are 7.9 percent of female faculty members.

The turnover in dean/director positions appears to be slowing somewhat, although the change in leadership of 64.4 percent in the past five years is still considerable. What isn't reflected in the report data is the extent to which the changes reflect recycling of persons holding dean/director positions in

other schools, internal appointments from within the schools, or imports from other countries or from outside LIS education. The extent of change in leadership of the schools is influenced by these and other factors, not just the numbers or percentages of change in the positions. Even so, Sineath's observations that only six current deans and directors have held their position for ten years or more is somewhat startling. The changes do not suggest any deliberate "de-graying" of the leadership ranks, however. While a lower percentage of deans and directors over 50 is reported for this year, those in this age range still account for 66.1 percent, and 25.4 percent are over 60.

In matters of salary, although the highest dean/director's salary reported was down an apparent \$3000 from the previous year, the number of those with salaries greater than \$90,000 increased from 12 to 16. What is not revealed by the data presented (and could not be and maintain confidentiality) is the extent to which this increase in positions over the \$90,000 threshold represents salary increases for incumbents or new hires. Likewise, because the extraordinarily wide range of salaries (over \$117,010 to \$34,272 for fiscal year salaries) cannot be matched with other data such as size of enrollment, geographical region, private or public institutional base, presence of a doctoral program, or total number of degree programs, the diversity can only be observed without analysis or further exploration of the possible reasons for the differences.

As Sineath reports, 1992 saw the return to earlier levels of the differential between average salaries of male and female deans and directors holding fiscal year appointments, in fact, to a difference that is the third highest in the past ten years (1991-92 difference is \$8,472; 1984-85, \$11,253; 1988-89, \$9578). Looked at in percentage terms the average salary for a male dean/director is 112.3 percent of the average salary for a female dean/director. Except for a large blip in 1984-85, the overall trend had been downward from the 1982-83 percentage of 116.9, until this year, when the percentage went up by almost 10 percentage points over 1990-91.

Sineath suggests that the decline in associate or assistant dean/director positions in the schools may have resulted from the decrease in faculty size, and the decline in numbers of such positions does parallel the decline in average number of full-time faculty from 1976-77 to 1985-86. The increase in average number of faculty occurring since 1986, however, hasn't resulted in similar increases in the number of schools with these positions. As a comparison, the average number of faculty in 1980-81, when 49.2 percent of schools reporting had such positions, was 10.46. The average number of full-time faculty in 1991-92, when 33.9 percent of reporting schools have these positions, is 10.81. It could be that such positions have been restored but shifted to non-faculty lines, which would not be

reflected in the data reported. The salary differential for male and female holders of associate or assistant dean/director positions is similar to that for deans/directors: in fiscal year salaries, the male average is 114.1 percent of the female average.

Although it was observed above that disparity continues in the gender distribution of the faculty of the schools, the distribution of new faculty hires suggests that this situation is being addressed: females outnumber males at each rank and constitute 61.4 percent of the total. Also worthy of note are that entering faculty continue to be older (74.1 percent of new assistant professors are age 40 and above) and that earned doctorates of the new assistant professors are predominantly in library and information science (81.1 percent) in contrast to 1990-91 when 40 percent had doctorates in other fields. In fact, a higher percentage of new assistant professors hold LIS doctorates than do those who are deans/directors of ALA schools (74.6 percent). Although there is insufficient data here on which to speculate as to the meaning, if any, of this difference, a study of trends in the doctoral disciplines of both new assistant professors and newly appointed deans/directors could be enlightening.

In matters of salary, the female new assistant professor salary average for an academic year appointment is greater than the male average (by \$1263), a situation that has occurred in 5 of the last 15 years. The increase of the average salary compared to the previous year (1.58 percent) is the lowest since 1977-78, in keeping with the generally lower percentage of salary improvement reported for 1991-92. Average salaries reported for academic year appointments are lowest in the southwest at all three professorial ranks, highest in the northeast for associate and assistant, and highest in the west for full. Fiscal year salaries for deans and directors are lowest in the southeast, highest in Canada and for the U.S., in the west.

Of salary improvements reported for 1990-91, 54.5 percent fell in the 4-6 percent range(in keeping with the 1990 Consumer Price Index of 5.4), with 53 of 59 schools reporting some increases and 2 reporting none. Merit was the most frequently reported factor included as part of the basis for improvement (41 schools); 15 schools included achievement of equity as part of the basis; and union contracts were a factor in 15. Other factors included cost of living, promotion, across the board increases, seniority, discretionary increases, and other market factors. Of 11 schools reporting salary improvements at 7 percent and above, 3 were in the northeast, 3 in the southeast, 2 in Canada, and 1 each in the midwest, southwest, and west.

In an earlier edition of this report, the homogeneity of the ethnicity of the students enrolled was lamented. The situation

is no better in faculty ranks, which overall are 88.6 percent white in U.S. schools. Other ethnic groups are best represented in lecturer and assistant professor ranks (20.0 percent and 19.4 percent) and least in the rank of associate professor (6.3 percent). Over one-half of the full-time faculty is 50 or over (50.2 percent) and slightly under one-third (33.2 percent) are 55 and older. In the professor rank, 84.2 percent are 50 or over; in the assistant professor rank 82.7 percent are under 50. The percent of faculty tenured is higher (64.4) than any year since 1987-88 but is still below 10 years ago (66.3 percent).

The use of part-time faculty within the schools varies widely, from 0 (Florida State) to 35 (San Jose; FTE = 7) for fall 1990, with 14 schools reporting 10 or more part-time faculty members. Although no analysis was done, the use of larger numbers of part-time faculty does not appear to follow a pattern related to the number of full-time faculty nor to the size of enrollment. What is apparent is that in fall 1990 the 59 reporting schools had a total of 409 part-time faculty members, an average of 6.9 per school, compared with 621 full-time faculty, or 10.5 per school. The comparison is less dramatic, of course, when the part-time numbers are expressed in FTE (106.6, or 1.8 per school), but the facts remain that 14.7 percent of the total FTE faculty are part-time and that for fall 1990 at least 409 courses were taught by part-time faculty. Data from the curriculum section of the report reveal that adjunct faculty taught 12 percent of required courses and 27 percent of electives delivered in 1990-91, underscoring the substantial participation of part-time faculty in the programs of the schools.

For full-time faculty, a teaching load of 6 courses/classes per year is most prevalent (43.1 percent of schools reporting), followed by 4 (39.7 percent) and 5 (17.2 percent). Examination of the schools falling into the three categories suggested no discernable pattern based on public or private institutional base, number of faculty, enrollment, or geographic region.

The decrease in the number of vacancies in full-time faculty positions (33) compared with the previous two years and the reduction in number of lost faculty positions (2), reversing previous trends, are encouraging signs, especially when coupled with the continued creation of new positions at the same levels as of the last few years (16 positions in 13 schools in 1990-91).

The reported decline in average support for faculty travel appears to be at variance with the 9.74 percent increase in travel expenditures reported in the Income and Expenditures chapter but is probably explained by the inclusion in the latter case of non-faculty travel expenses. What the data do not reveal (in addition to the possible inclusion of recruitment and other travel expenditures noted by Sineath) is the distribution of travel funds between the executive officer of the school and

the faculty. A wide variation among schools in the amount of travel funds is noted, but there is no apparent pattern: among those with the largest total amounts (over \$10,000) are schools in both private and public institutions, schools with large numbers of faculty and some among the smallest numbers, and varying geographic regions. It would be an interesting and illuminating study to examine the factors influencing the travel portion of the budgets of the schools.

As with travel support, the wide variation in the numbers of support staff (1.0 to 35.5) is remarkable, but not explainable without further detailed information.

STUDENTS

Student enrollment increases were reported at both master's and doctoral levels but showed a decrease in the post-master's programs. The growth in doctoral enrollment (mean net percentage increase of 23.85 percent in FTE) and the increase in doctoral degrees awarded give some grounds for hope that the projected shortages of faculty can be met. If these increases continue, the prospects for the schools will be more encouraging than what has been portrayed in recent articles reporting on impending retirements.

For fall 1991, men constituted 20.6 percent of total student enrollment in master's programs, a very slight drop from the 20.7 percent of 1990. A larger drop occurred in the percentage of FTE enrollment of men, however, from 22.6 percent in 1990 to 21.5 in 1991.

Patterns in master's enrollment show an increasingly part-time student body. Of 58 schools (one did not report FTE for part-time students), 40 schools (69.0 percent) have a larger number of part-time students than full-time in head count, and 28 (48.3 percent) have a part-time FTE enrollment that surpasses the full-time enrollment. The 7919 part-time total enrollment head count reported is 191.6 percent of the reported full-time enrollment of 4133; and the part-time FTE enrollment accounted for 47.7 percent of total FTE enrollment, compared to 46.3 percent reported last year.

The decrease in out-of-state student population in master's programs (an overall decline of 6 percent), although consistent with research findings regarding the factors influencing the choice of graduate programs and with the depressed economy, is disheartening in face of the continued closings of schools, which are leaving some states unserved that heretofore had programs accessible in the state. Programs with a higher percentage of out-of-state students appear to be in private universities (Brigham Young University, Columbia), have large out-of-state

distance education programs (Emporia, Rhode Island), or have program delivery located relatively near the border (Clarion, Dalhousie, Kentucky, Maryland, North Carolina-Chapel Hill). Only one program with a high percentage of out-of-state, or in this case out-of-province, enrollment does not fall in one of these categories (Dalhousie, which has the only accredited program in the Atlantic Provinces).

Changes in the ratio of men to women in doctoral programs contrasts to those observed in the master's level. In fall 1990, men constituted 36.5 percent of doctoral students (36.7 percent in FTE). In 1991, the percentage rose to 39.8 (40.2 in FTE).

In doctoral enrollment, although the number of part-time students exceeds that of full-time (367 and 236, respectively), the pattern reflected indicates a somewhat more full-time character in the collective doctoral student body. Sixteen schools of 25 (64.0 percent) have a full-time enrollment that is larger than the part-time FTE enrollment and 9 schools (36.0 percent) have full-time enrollment more than or equal to part-time total head count.

The enrollment figures for other graduate students have remained in the 580-690 range (5.7 percent of total enrollment for fall 1991) over the last several years. The relatively low numbers suggest that even though the schools list a healthy group of joint degrees (73 in 29 schools) and cross-listed courses (32 schools list 94 courses for which the LIS school has primary responsibility), the schools collectively are not reaching large numbers of other students on campus and enrollment of other graduate students does not seem to be a major means of integration of the school into the university.

Undergraduate enrollment as a percentage of total reported enrollment has declined overall compared to five years ago and in fall 1991 was 8.6 percent, compared to 12.7 percent in 1988.

Degree recipients in 1990-91 continued to be overwhelmingly white: 84.1 percent at the master's level, 64.5 percent at the doctoral level, for schools reporting this data (no Canadian schools report ethnicity). Only 7 minority doctorates were awarded (11.3 percent), fewer than were awarded to international students (9 or 14.5 percent; ethnicity was not available for 9.7 percent). Enrollment follows the same pattern, although at the doctoral level, the Black enrollment percentage (4.2) is strikingly lower than the percentage of degrees received (9.7) and Asian/Pacific Islander enrollment (6.1 percent) is high compared to the percentage of degrees (0). The total percentage of minority enrollment in doctoral programs reporting such data is 13.0 percent, compared to 17.9 percent international enrollment (ethnicity data for 3.8 percent not available). The international student enrollment is dispersed over 54 schools at

the master's level and 18 schools at the doctoral level. Eighty-one countries are represented, with the largest numbers (in descending order) from the People's Republic of China, Taiwan, Korea, India, and Hong Kong.

In addition to ethnicity, another characteristic of students that is of interest is age, where differences in gender dispersion are observed. In master's programs, the ten-year age period representing the largest group of students was 25-34 for both men (46.7 percent) and women (36.2), although for women the 35-44 range followed closely (34.3 percent). The percent of men 35 and over is 45.0; for women, the percentage is 51.9. Likewise, men in the doctoral program are younger: 37.6 percent are below 35; for women, 23.3 percent are below 35; 82.5 percent of men are under 45, 72.5 percent of women are.

The data do not permit any conclusions about relative amounts of scholarship support awarded to men and women at the master's level: in a number of cases the amounts available to men and women were reported, but the numbers of recipients were not. Such is not the case at the doctoral level, however. The average support for men was \$6803.74, for women \$6291.59. The total aid in scholarships and assistantships reported at the master's level for men was \$2,030,634.53; for women, \$6,614,149.27. At the doctoral level, men received a total of \$633,591.79, women, \$1,022,323.45.

The costs of the master's program (tuition and fees) ranged from \$652 (Hawaii, in-state) to \$24,000 (Columbia). The lowest in-state costs other than Hawaii were found at Texas (\$1014.68), Montreal (\$1374), Wisconsin-Madison (\$1512.25), Wisconsin-Milwaukee (\$1534.15), and North Texas (\$1569). The most expensive in-state costs reported (after Columbia) were Drexel (\$18,624), Catholic (\$15,876), Simmons (\$15,336), Pratt (\$14,844), and Syracuse (\$13,716), all based in private institutions. The highest out-of-state tuition was found at UCLA (\$21,212), Toronto (\$20,911), Pittsburgh (\$18,939), Michigan (\$18,534), and Washington (\$16,979). The average in-state tuition was \$5231.40; the average out-of-state was \$9,064.08. These differences, in addition to the other costs involved, can help to explain why most students choose to attend an in-state master's program where such is available.

For these costs, students attend classes of which 90.8 percent are 35 and fewer in size, although class sizes larger than 50 were reported for 46 classes or sections. Larger classes in some instances may have related to distance delivery but not in all cases: some schools report classes of 50 or more that do not offer any courses away from the home campus.

CURRICULUM

What is perhaps most immediately striking about the curricula of the schools, as revealed in the tables of the curriculum section, is the variety of time frames in which the curricula are delivered and the variation in hours required to obtain the master's degree. While the tendency is to think of the master's degree in the field, regardless of what it is called, as being divided into one- or two-year degrees, even cursory examination of the data quickly dispels both that notion and the idea that there is consistency in what "one" year means in terms of time. The total weeks of course delivery during a year vary from 34 to 54 (overlapping sessions in summer accounting for the 54-week year). The range in length of summer sessions, from 2 to 14 weeks, suggests considerable variation and experimentation in course design and delivery. Variety in length of the "regular" sessions, although less dramatic, is also noteworthy: from 13 to 18 for semester or trimester terms.

The hours required for the master's degree range from 28 to 60 (to 72 on a quarter-hour basis), the most prevalent requirement being 36 hours (33 schools), a profile unchanged from the previous year. Reported hours required for the undergraduate major (10 schools) and for the post-master's program (34 schools) also range widely, from 18 to 48 for the undergraduate major and from 12 to 60 for the post-master's degree. There is similar variation in the doctoral programs (offered by 25 schools) in terms of hours required, ranging from 30 to 90, with little consistency in the way in which requirements are specified, including several schools that indicate that the number of hours vary.

In addition to these somewhat less-than-standardized "standard" programs, 29 schools offer a total of 73 joint degree programs in a wide range of disciplines, in which the humanities and social sciences are predominant. Some of the joint degree programs are with other professional areas: law, business, and education. Four schools have joint degree programs offered in cooperation with other institutions; 1 school has such programs with 3 other institutions. Hours required for these programs range from 9 to 54 hours in library and information science and from 6 to 85 in the other discipline. The extent and variety of these programs, as well as the fact that not all such programs result in 2 separate degrees, illustrates the diversity found among the schools. What the data do not reveal is the extent to which there is participation in these programs and whether students enrolling in them flow through the library and information science program or from the other discipline. Both sets of data would help to enrich our knowledge of the viability of joint degree programs as a means of integration of the school into the university and of their utility for recruiting.

In addition to considering joint degree programs as a measure of the interdisciplinarity of the schools, cross listing of courses is another indication. Twenty-nine schools report cross listings with other academic units where LIS has major responsibility, with the most frequent other academic unit being education (15 schools). Twenty-two report cross listings in which the other academic unit has major responsibility, with education again being the most frequent cooperating unit. As with the joint degrees, however, there is no indication of the numbers of students involved in the cross-listed courses nor of the degree to which students from other academic units participate in such offerings.

As dramatically illustrated by the observations made above regarding the part-time nature of the student body in the schools, all schools accept part-time master's students. Two schools do not have part-time undergraduates, and 4 do not allow part-time doctoral students. This profile is essentially the same as it was five years ago.

The general contour of the master's programs in the aggregate can be discerned by looking at the various requirements for the degree, including minimum time, residency, required course work, and other required components.

The most prevalent minimum time required for the master's degree is 12 months (37 schools), indicating that at least in theory the master's is still predominantly a one-year degree. Five schools report one-and-a-half years as the minimum, 2 indicate 2 years. Sixteen schools have minimum times of over 1 year, of which 5 are Canadian; 6 schools indicate the minimum is less than 1 year. Thirty-two schools report having a residency requirement for the master's program, and the number of required course work hours ranges from 6 to 48, constituting from 16.7 to 100 percent of the master's program hours. Five schools report requiring 100 percent of the program hours in required course hours, but given that this data is at variance with their catalog statements, one must assume misinterpretation of the question. Fifteen schools require 50 percent or more; 23 schools require between 33.3 and 50 percent; 16 schools require 33.3 percent or less. Of those programs that allow transfer of credit hours into the master's program, 6 is the most frequent number of allowable hours, followed by 9 and 12. The ALA-accredited programs generally do not accept non-ALA-accredited course hours, but 23.6 percent of the responding schools do (13 of 55).

A thesis is required in 16.7 percent of the programs and is an option in another 46.7 percent. Field experience is offered for credit in 53 programs and required of all students in 9. The number of hours of academic credit ranges from 0 to 15, with a mode of 3 hours (22 schools). Comprehensives are required in 23 of the schools (39 percent), and 5 have a language requirement.

These data tell us a typical program will be 36 hours, about one-half of which are required and 6 of which can be transferred in. The program can be completed in one year, will have some residency requirement, but will not require either field experience or comprehensives. However, the data are silent on key pieces of information: although minimum and maximum times are reported for each degree program, there is no indication of what percentage of students complete the degrees in the minimum time possible and what the average time to degree actually is. Likewise, there is no data on how many students choose the thesis option or what percentage take field work.

For doctoral programs, the mode in minimum time required for the degree is 24 months; 7 schools require more than 2 years, 3 less than 2 years. Twenty programs have residency requirements, and the required course work ranges from 0 to 68 hours, clustering in the 11-16 hour range.

The report indicates considerable activity around distance education: an increase of 19.2 percent in the number of distance education courses taught and 28.8 percent of the schools considering changes in their distance education programs. Such changes include expansion of delivery modes, delivery of total master's programs out-of-state, and elimination of the distance education program. Only 10 of the schools are using some form of telecommunications delivery, but the configurations vary widely, indicating substantial experimentation with distance education delivery. In the U.S., more distance education activity is reported in the midwest and southeast, less in the west and southwest; and the only distance education program in Canada was reported as being eliminated. Of 35 schools that reported offering courses away from the home campus, 9 schools offered 20 or more, 7 offered between 10 and 19, 10 offered from 5 to 9, and 9 offered 4 or less. Of courses taught in distance education mode, data reported indicate 39.7 percent were required, 60.3 percent were electives, with 5 schools offering electives only and 1 school required courses only. The regular faculty constitute 76.4 percent of those responsible for courses away from the home campus (65.1 percent of those teaching required courses, 90.9 percent of electives). Although these percentages should not be taken as absolutes, given the discrepancies in the data noted by Barron and Perrine, they do indicate that distance education includes substantial offerings of both required and elective courses and that in the main, regular faculty are responsible for the courses. What the data do not tell us is whether the distance education programs involve all the faculty in a given school or if 1 or 2 regular faculty carry the majority of the courses. Likewise, the data do not indicate the relative percentages of the student body represented by distance education enrollment nor the percentage of the curriculum represented by distance education offerings. All of these factors weigh in determining the extent to which the schools are involved in

distance education delivery.

The size of curricula range from 30 to 174 courses (including doctoral and undergraduate courses), with between 60 and 100 percent of the curriculum offered in any one school (an estimated 24-137 courses). Curriculum delivery is predominantly by full-time faculty: 75.1 percent of the courses taught (85.6 percent of required and 71.0 percent of electives.) How much this varies from school to school is not reported. Faculty most frequently teach regular loads of 12 or 15 hours (16 schools each), although in 11 schools the teaching load is 18 hours.

Development of the curriculum is guided by committees that more frequently are composed of faculty and students (21 schools) or faculty only (12). Alumni are included in 10 schools, practitioners in 5, and staff in 13. Regardless of the composition, one must assume that these committees are busy, given the level of curriculum change reported: 34 schools reported courses added or dropped, for a total of 81 courses added and 42 dropped. Eleven schools reviewed the total curriculum, although only 2 revised the entire curriculum; 23 reviewed specific curriculum areas and 14 revised specific areas. These data certainly indicate that the curriculum of the schools is not static, but also suggest that change is more evolutionary than revolutionary.

INCOME AND EXPENDITURES

The average income increased in 1990-91, but the lower rate of increase compared to 1989-90 and the higher percentage of increases falling in the 1-10 percent range compared to the previous year is discouraging. While the average income was \$1,231,637, over one-half of the schools (30) still reported income under \$1 million.

Although the report shows an increase over the past 10 years in the percent of average total income accounted for by federal funds, the major changes are the decrease in the percentage of funds from the parent institution and the increase from other sources, which in 1990-91 was two and one-half times what it was 10 years ago in terms of percentage. This translates to an over 500 percent increase in dollars (although this category declined in dollars and percentage from 1989/90). That funding from the parent institution is for most schools closely tied to enrollment is shown by the data reporting that 50 of the schools receive institutional funding based on FTE, credit hours, or head count.

The percentage of reporting schools receiving federal funds is up over the past 2 years (56.9 percent compared with 51.8 percent in 1989-90, 55.2 percent in 1988-89), although it is still below the ten-year high in 1985-86 of 70.4. It is also

interesting to observe that while the average amount of federal funds has increased five of the six years since 1984-85, the percentage of schools receiving such funds declined from 1985-86 through 1989-90. Based on the average amount of federal funding and the number of schools receiving funds, total federal funding apparently increased 42.8 percent, but the increase is likely due to the two grants of over \$1 million, if there were no similar grants last year.

The shifts in funding patterns reported differ among the geographic regions and do not suggest any overall changes.

The differences in the pattern of expenditures for doctoral and non-doctoral schools in most instances are not striking and are what one might logically expect: in salaries and wages, for example, doctoral programs have higher percentages going to specialist, clerical, and student wages, although in dollar terms, the mean amount of faculty salaries in doctoral programs is 1.8 times that of non-doctoral; in student aid, the percentage of expenditures is almost twice (1.97) that of non-doctoral. In the category of research, however, the difference is both striking and puzzling. The research percentage in non-doctoral programs is over twice that of doctoral programs and in dollar terms the mean is also more than two times that of the doctoral program mean (\$144,124 compared to \$71,894). This is the second year in which such a difference has existed, contrasting sharply with the two preceding years.

The variations in computing costs reported are so extreme (\$182 to \$80,079) as to raise the question of the accuracy of the data, or to suggest that costs are paid from another budget, making comparisons meaningless. Travel costs likewise exhibit wide variation (high \$106,569, low \$85) and lead one to hope that other, non-reported support mechanisms are available to the schools or that the "creative fund raising" that Roper, McCormick, and Olsgaard mention as an increasingly high priority for deans will improve this aspect of the budget for those on the lower extreme.

CONTINUING EDUCATION

Wide variation in continuing education activity is evident. The non-credit events per school listed as offering them (44) ranged from 1 to a high of 93, with the highest total attendance for any one school at 2747. The number of events declined and attendance rose compared to the previous year.

Weingand notes the increase in numbers of 1-2 week short courses and in 1-credit evening courses and the increases in enrollment in all categories of credit-bearing continuing education events. What the data do not permit, but what would be

interesting to examine, is whether there is any relationship between those schools increasing their continuing education offerings and those engaged in expansion of distance education. Both forms of activity suggest an outreach orientation, but both also can be demanding of faculty and administrative time and energy. Such a comparison could show a choice to go in one direction or the other, rather than parallel development of both avenues.

CONCLUSION

In 1991, Timothy Sineath concluded this chapter with the observation that the 1990s were likely to see increasing diversity among the schools in terms of programs and target markets. That diversity exists is clear and that experimentation and change in systems of delivery and curriculum content abounds is also apparent. While there are areas in which one could wish for more positive signs--increased ethnic diversity in student enrollment and in the faculty, gender equity in faculty ranks and in the positions of deans and directors and in their salaries, and, of course, larger increases in income--overall the data reported show signs that are positive. If the encouraging trends noted here continue and the areas where improvement is needed are successfully addressed, the decade of the 1990s may overall turn out to be a good one, despite some of the more dismal indicators that are the current focus of concern.

APPENDIX I

ADMISSION REQUIREMENTS

Compiled by

Margaret F. Stieg

with the Assistance of

Marsha Owens

ADMISSION REQUIREMENTS*

ATLANTA UNIVERSITY

A bachelor's degree from an institution of recognized standing
Three recommendations giving evidence of the applicant's potential for
successfully pursuing graduate studies and a career in the library
information profession
A minimum undergraduate grade point average of 2.5 on a 4.0 scale
The results of the TOEFL for foreign students

BRIGHAM YOUNG UNIVERSITY

Agreement to maintain university standards of personal conduct
Baccalaureate degree from an accredited U.S. or Canadian university
Grade point average of 3.0 or better in the last 60 hours of course work
TOEFL score of at least 550 for students whose native language is not
English

CATHOLIC UNIVERSITY OF AMERICA

A bachelor's degree from an appropriately accredited institution
An undergraduate grade point average of 3.0 on a 4.0 scale
Satisfactory scores on the aptitude portion of the Graduate Record
Examination
Letters of recommendation.

CLARION UNIVERSITY OF PENNSYLVANIA

A baccalaureate degree from a regionally accredited institution, with a
grade-point average of at least 3.0 on a 4.0 scale. An acceptable
score on the Miller Analogies Test or the Aptitude portion of the
Graduate Record Examination may be considered in the event that the
3.0 requirement has not been met
At least 65 hours in liberal arts

DALHOUSIE UNIVERSITY

A bachelor's degree with at least a second class standing
A student whose mother tongue is English must have a reading knowledge of
a second language

DREXEL UNIVERSITY

In addition to the general admission requirements of the graduate school,
applicants are expected to have completed half their undergraduate
coursework in the humanities, social sciences, and sciences
Applicants to degree programs must take the Graduate Record Examination
Aptitude Test and have their scores sent to the College of
Information Studies

*As of January, 1991

EMPORIA STATE UNIVERSITY

Demonstrated capacity to do graduate work: an overall undergraduate cumulative grade point average of 3.0 on a 4.0 scale or 3.0 in the last 60 hours of coursework applied to the undergraduate degree OR a combined score of 1,000 or more on the verbal and quantitative portions of the Graduate Record Examination

Three letters of recommendation that affirm the applicant's overall qualifications for graduate study and professional work.

A personal interview

A 200-300 word statement of personal and professional objectives that usually is written at the time of the interview, using such aids as notes, dictionaries, and word processors

FLORIDA STATE UNIVERSITY

Undergraduate degree from an accredited college or university

Grade point average of 3.0 on a 4.0 scale for the last two years of undergraduate study

A score of 1000 on the Graduate Record Examination or a 3.0 or better grade point average

INDIANA UNIVERSITY

A cumulative grade point average of 3.0 on a scale of 4.0 or its equivalent in the total undergraduate program is required

OR

A cumulative grade point average of at least 3.0 in the latest 60 credit hours of combined undergraduate and graduate work or its equivalent.
Three letters of recommendation

KENT STATE UNIVERSITY

An undergraduate grade point average of 3.0 or better on a 4.0 scale

OR

Another master's degree with a graduate grade point average of 3.0 or better

LONG ISLAND UNIVERSITY

An undergraduate degree

A grade point average of 3.0 on a 4.0 scale OR an average of 450 on one area of the Graduate Record Examination

Two letters of recommendation on the candidate's suitability for a career in library or information science. A personal interview with the dean or a designated member of the faculty

LOUISIANA STATE UNIVERSITY

A bachelor's degree

A grade point average of at least 3.0 on a 4.0 scale for the last two years of undergraduate work taken and 3.0 for all graduate-level work previously taken

Satisfactory academic standing at the last institution attended

A combined score of at least 1000 on the general aptitude portion of the GRE with at least 500 on the verbal section

International applicants must have at least a 3.0 grade point average or equivalent on all college-level work previously attempted

Applicants must also provide three letters of recommendation and "Admission Application Statement"

MCGILL UNIVERSITY

A bachelor's degree from a recognized university

Academic standing of at least a "B" or grade point average of 2.8 on a 4.0 scale

Competency in the use of computers

Three letters of reference

TOEFL score of 550 or better for international students

Personal letter and resume from applicant

NORTH CAROLINA CENTRAL UNIVERSITY

A bachelor's degree from an approved college or university

Three recommendations from college teachers or librarians

NORTHERN ILLINOIS UNIVERSITY

A bachelor's degree

Acceptable undergraduate grade point average

Letters of recommendation

Acceptable test scores on the Graduate Record Examination

Statement of career goals

PRATT INSTITUTE

A cumulative grade point average of 2.75 on a 4.0 scale

A bachelor's degree

Three letters of recommendation from employers, professors, or others able to judge the applicant's potential for graduate study

A brief, signed statement explaining long-range goals and reasons for applying to Pratt

QUEENS COLLEGE

- A baccalaureate degree or the equivalent from a college of recognized standing
- A grade point average of 3.0 on a 4.0 scale
- Three letters of scholastic and academic recommendation attesting to the applicant's capacity to complete successfully a program of graduate studies
- An essay of at least 500 typewritten words indicating reasons why the applicant is interested in the profession of library science
- A personal interview

ROSARY COLLEGE

- A bachelor's degree from an approved college or university with at least 60 semester hours of credit in the liberal arts or sciences
- A grade average of "B" or better or a combined score of 1500 on the three parts of the Graduate Record Examination
- Two letters of recommendation
- A score of at least 550 on the TOEFL for students whose native language is not English

RUTGERS UNIVERSITY

- A bachelor's degree or its equivalent from a recognized institution of higher education
- An academic average of B or better
- Acceptable scores on the GRE (1000 or higher)
- Three letters of recommendation

SAN JOSE STATE UNIVERSITY

- Baccalaureate degree from accredited college or university
- Grade point average of 3.0 in the last sixty hours on a 4.0 scale
- A combined score of 1,200 on the Graduate Record Examination
- An essay of 1,000 words setting forth an estimate of how information studies will assist the applicant to realize his/her academic and professional objectives

SOUTHERN CONNECTICUT UNIVERSITY

- Bachelor's degree from a regionally accredited college or university
- Grade point average of at least 3.0 on a 4.0 scale
- Recommendation of the graduate program coordinator
- A score of 1000 on the Graduate Record Examination with at least 400 in each area
- A 250-500 word essay on why the prospective student wishes to enter the school and on career expectations
- Two letters of recommendation

ST. JOHN'S UNIVERSITY

A baccalaureate degree from an accredited college or university
A grade point average of 3.0 on a 4.0 scale
Two letters of recommendation from instructors, librarians, or equivalent
A personal interview may be required
A statement of professional purpose must be submitted
TOEFL score of at least 500 from applicants whose native language is not English

SIMMONS COLLEGE

A baccalaureate degree from an accredited college or university
A B average in the final two years of undergraduate work or in the major field of study
An overall B- average in undergraduate preparation

STATE UNIVERSITY OF NEW YORK AT BUFFALO

A baccalaureate degree from an accredited institution
At least a "B" average or a grade point average of 3.0 or higher on a 4.0 scale
Three letters of recommendation
A personal statement of career objectives by the applicant

SYRACUSE UNIVERSITY

3 letters of recommendation
Statement of goals and objectives
A minimum score of 1000 on the Graduate Record Examination on the combined quantitative and verbal portions

TEXAS WOMAN'S UNIVERSITY

Bachelor's degree from an accredited college or university
A B average on all upper division and graduate work taken previously
Three written recommendations
Acceptable scores on the Graduate Record Examination

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

A bachelor's degree from a college or university of recognized standing
An undergraduate grade point average of 3.0 or higher on a 4.0 scale
Official Graduate Record Examination scores totaling 1500, (including verbal, quantitative and analytical sections) GREs are waived for applicants holding advanced degrees
Three letters of recommendation
Applicants whose native language is not English must achieve a 560 or higher score on the TOEFL

UNIVERSITY OF ALABAMA

- A quality-point average of 3.0 on a 4.0 scale for the last 60 semester hours in a degree program
- A score of 1500 on the Graduate Record Examination or a score of 50 on the Miller Analogies Test
- A bachelor's degree

UNIVERSITY OF ALBERTA

- A four year undergraduate degree
- A minimum grade point average of 6.5 on a 9.0 scale or its equivalent in the last two years of undergraduate study
- A minimum score of 600 in TOEFL or 85 in MELAB for applicants who have not previously received a degree for which the language of instruction was English

UNIVERSITY OF ARIZONA

- An undergraduate grade point average of 3.0 ("B") or better
- Competitive scores on the Graduate Record Examination
- Two letters of recommendation reflecting the writer's opinion of the applicant's potential as a graduate student
- A résumé of work and educational experience

UNIVERSITY OF BRITISH COLUMBIA

- A bachelor's degree from a recognized university in a discipline acceptable to the Admissions Committee of the School
- First class standing in at least twelve credits of the course work and at least upper second class standing in the remaining course work at the third and fourth year level
- Letters of reference and a personal interview showing superior personal performance

UNIVERSITY OF CALIFORNIA, BERKELEY

- General Test of the Graduate Record Examination

UNIVERSITY OF CALIFORNIA, LOS ANGELES

- A bachelor's degree from an institute of recognized standing
- A minimum average of B for the last two years of undergraduate study and any post-baccalaureate study
- Reading knowledge of a foreign language
- Statistics (college level course with a minimum grade of "C")
- Computer programming (college level course with a minimum grade of "C") or passing scores on a proficiency examination

UNIVERSITY OF HAWAII AT MANOA

Graduation from an institute of higher learning with a bachelor's degree representing a broad background plus a field of specialization
Above average scholastic ability, usually shown by a B average in undergraduate work
Evidence of professional promise as shown by letters of recommendation and personal interviews
Acceptable scores on the aptitude portion of the Graduate Record Examination
TOEFL required of students whose language is not English

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Grade point average of 4.0 on a 5.0 scale for the last 60 hours from an accredited institution whose requirements for the bachelor's degree are substantially equivalent to those of the University of Illinois
Scores for the Graduate Record Examination Aptitude Test taken within the last five years (waived for applicants who have earned doctorate)
Three letters of reference
Personal statement
International students must also submit a score of 600 or above on the TOEFL

UNIVERSITY OF IOWA

A baccalaureate degree from an accredited college or university
A minimum grade-point average of 2.50 on a 4.0 scale and at least 85 hours of study in the liberal arts and sciences
A combined verbal/quantitative score of 1050 or a combined verbal/analytical score of 1050 on the Graduate Record Examination General Test

UNIVERSITY OF KENTUCKY

A bachelor's degree from an accredited college or university
An undergraduate grade point average of 2.75 on a 4.0 scale
A combined score of 900 on the verbal and quantitative aptitude tests of the Graduate Record Examination

UNIVERSITY OF MARYLAND

Bachelor's degree from an accredited institute of higher learning
Grade point average must be 3.0 or higher for the baccalaureate degree
Graduate Record Examination score of 1000 or higher for verbal and quantitative sections

UNIVERSITY OF MICHIGAN

Bachelor's degree
Statement of purpose
Letters of recommendation
Undergraduate grade point average of 3.0 on a 4.0 scale

UNIVERSITY OF MISSOURI

- A baccalaureate degree
- A grade average of B or better in the last 60 hours of undergraduate education
- Acceptable results on the Graduate Record Examination or Miller Analogies Test

UNIVERSITÉ MONTRÉAL

- A bachelor's degree
- Working knowledge of the English language

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- A bachelor's degree from an accredited college or university
- A grade point average of 3.0 on a 4.0 scale in the last two years of the college program
- Acceptable scores on the general portion of the Graduate Record Examination, taken within five years preceding application
- A strong liberal arts background is highly desirable
- TOEFL score of 550 is required for students whose native language is not English

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- A grade average of B or better in the last two years of undergraduate course work
- Satisfactory score on the Graduate Record Examination
- Personal data sheet
- Three references from instructors or employers

UNIVERSITY OF NORTH TEXAS

- A bachelor's degree from an approved college or university that includes appropriate distribution of study in the humanities, the social sciences and the sciences, with a strong concentration in at least one area
- An undergraduate grade point average of at least 2.80 on a 4.0 scale on prior academic work
- Scores of at least 1000 on the combined verbal and quantitative portions of the Graduate Record Examination
- Three satisfactory letters of recommendation from former teachers, employers, or others who can give evidence of personal aptitude for, as well as interest in, a career in library or information science
- Applicants must write a personal statement of career objectives providing additional information concerning motivation for professional service and areas of special interest

UNIVERSITY OF OKLAHOMA

- A bachelor's degree from an accredited college or university
- An overall grade point average of 3.0 on a 4.0 scale or a 3.2 average in the last 60 hours
- Statement of career objectives and reasons for choosing library and information studies
- Scores of the Graduate Record Examination to provide an additional indicator of the student's ability to do graduate work
- Three letters of reference from persons familiar with the applicant's scholastic or employment record

UNIVERSITY OF PITTSBURGH

- A bachelor's degree from an accredited college or university
- A scholastic average of B or a grade point average of 3.0 on a 4.0 scale
- Statement of reasons for entering the program
- Three letters of recommendation

UNIVERSIDAD DE PUERTO RICO

- Bachelor's degree
- Grade point average of 2.75
- Acceptable score on the PAEG (Prueba de Admision para Estudios Graduados)
- Command of the English and Spanish languages
- Two letters of reference from professors, librarians or others qualified to evaluate the applicant's potential for success in graduate studies
- An interview with the Admissions Committee

UNIVERSITY OF RHODE ISLAND

- Score of at least 1000 on the Graduate Record Examination or a score of at least 50% on the Miller Analogies Test
- A bachelor's degree
- Grade point average of 3.0 or above on a 4.0 scale

UNIVERSITY OF SOUTH CAROLINA

Admission is based on a review of the following factors:

- Submission of an official transcript showing possession of a bachelor's degree from an accredited institution with a recommended undergraduate grade point average of at least 3.0 in the last two years or 60 semester hours of the degree
- Letters of reference from employers or others who can comment directly upon the applicant's professional and academic capabilities and potential
- Recommended scores of at least 950 on the combined verbal and quantitative portions of the Graduate Record Examination or at least 50 on the Miller Analogies Test. Foreign students must also submit a score of at least 550 on the TOEFL
- A personal interview with a representative of the College after receipt of all admission information

UNIVERSITY OF SOUTH FLORIDA

A bachelor's degree from an accredited institution
Score of 1000 on the aptitude portion of the Graduate Record Examination
or a grade point average of 3.0 on a 4.0 scale in the last two years
of undergraduate work

UNIVERSITY OF SOUTHERN MISSISSIPPI

A score of 850 on the combined Aptitude section of the Graduate Record
Examination
A grade point average of 3.0 on a 4.0 scale in the last two years of
undergraduate work
A bachelor's degree

UNIVERSITY OF TENNESSEE

Bachelor's degree from an accredited college or university
A minimum grade point average of 2.5 on a 4.0 scale for the full
undergraduate preparation or 3.0 in the senior year
The verbal and quantitative aptitude portions of the Graduate Record
Examination with scores in the 50th percentile or above for the
verbal portion are required of all students unless a graduate degree
has been completed prior to admission
Completion of a personal data form
Three letters of recommendation
A statement by the applicant indicating the reasons for seeking the
M. L. S. degree

UNIVERSITY OF TEXAS

Bachelor's degree from an accredited institution
Grade point average of 3.0 on a 4.0 scale in the last two years of
undergraduate work and any previous graduate level work attempted
A score of at least 1000 on the aptitude portion of the Graduate Record
Examination

UNIVERSITY OF TORONTO

Bachelor's degree
At least a mid B standing in the final year

UNIVERSITY OF WASHINGTON

Baccalaureate degree from a college of recognized rank
A grade point average of 3.0 on a 4.0 scale in the last two years of
undergraduate study
Acceptable score on the Graduate Record Examination
Three letters of recommendation
A statement of educational and personal objectives

UNIVERSITY OF WESTERN ONTARIO

Graduation from an accredited college or university
At least a "B-" standing

UNIVERSITY OF WISCONSIN - MADISON

Bachelor's degree

A 2.75 grade point average on a 4.0 scale

Approximately 90 undergraduate semester hours, including a major, in the liberal arts and sciences

Three letters of reference

UNIVERSITY OF WISCONSIN - MILWAUKEE

A bachelor's degree

Satisfactory scores on the Aptitude portion of the Graduate Record Examination and/or the Miller Analogies Test

Two letters of recommendation, preferably from former teachers or employers

WAYNE STATE UNIVERSITY

Bachelor's degree from an accredited college or university

Honor point average of 2.6 or better on a 4.0 scale

Statement of educational objectives.

APPENDIX II

REQUIRED CORE COURSES

Compiled by

Margaret F. Stieg

with the Assistance of

Marsha Owens

REQUIRED CORE COURSES*

ATLANTA UNIVERSITY

Introduction to the Library/Information Professions
Collection Development
Introduction to Technical Services
Introduction to Information Resources

AND one of the following:

Academic Library Administration
Public Library Administration
School Media Center Administration
Special Library Administration

BRIGHAM YOUNG UNIVERSITY

Selection and Acquisition of Materials
Reference Theory and Service
Basic Cataloging and Classification
Philosophical Bases of Librarianship
Library Organization and Administration
Documentation and Information Retrieval
Evaluating and Using Library Research

AND one of the following:

Library Operations Research
Research Project Seminar
Master's Thesis

THE CATHOLIC UNIVERSITY OF AMERICA

Organization of Information
Information Sources and Services
Management of Information
Libraries and Information in Society

CLARION UNIVERSITY OF PENNSYLVANIA

Information Sources and Services
Developing Library Collections
Cataloging and Classification
Introduction to Research in Library Science
Management of Libraries
Information Storage and Retrieval

*As of January, 1991

DALHOUSIE UNIVERSITY

- A. Non-credit Compulsory Courses
 - Introductory Module I (introduction to the profession, relevant professional skills, and basic computer literacy).
 - Interim Module II (further development of professional skills).
- B. Required Core Courses
 - The Information Environment
 - Organization of Information
 - Research Methods
 - Information Sources and Retrieval
 - Systems Analysis
 - Classification and Subject Analysis
 - Collections Management
 - Library Management and Organizational Behavior
 - Database Systems and Management

AND one of the following:

Information Sources in the Humanities/Social Sciences
Information Sources in Science, Technology and Business

DREXEL UNIVERSITY

Information Resources and Services
Quantitative Methods
Information Management Tools
Introduction to Information Systems Analysis

EMPORIA STATE UNIVERSITY

- A. Prerequisites
 - Practicum I (may be waived by acquiring 45 hours of library experience)
- B. Required Courses
 - Philosophical Foundations of Information Transfer
 - Psychology of Information Use (behavioral theories applied to patterns of seeking, processing and using information)
 - Information Transfer and Diffusion of Knowledge
 - Theory of the Organization of Information
 - Basic Information Sources
 - Cataloging and Classification
 - Information Needs Analysis (study of methods of user need analyses in reference to collection development)
 - Library and Information Systems Analysis (introduction to the systems concept)
 - Research in Library and Information Systems
 - Library and Information Systems Management
 - Information Repackaging (communication theory applied to repackaging or reformatting of information for specific target individuals or groups)
 - Societal Functions of Libraries and Information Systems

FLORIDA STATE UNIVERSITY

Information Services
Social and Philosophical Foundations of Library and Information Services
Information Science and Technology
Collection Management
Bibliographic Organization
Systems Analysis and Research Methods in Library and Information Studies

INDIANA UNIVERSITY

Information Sources and Services
Principles of Library Collection Building
Organization of Materials and Information I
Information and Society
The Library as an Organization

KENT STATE UNIVERSITY

Foundations of Librarianship
Information Sources and Services
Organization of Library Materials
Introduction to Library Science Research Methods
Library Management
Information Technology in Libraries
Master's Research Paper OR
Master's Thesis

LONG ISLAND UNIVERSITY

Introduction to Library Science
Information Sources and Services
Organization of Library Materials
College and University Libraries

LOUISIANA STATE UNIVERSITY

Information Services
Library and Information Agencies and Their Resources
Principles of Management in Information Agencies
Computer Fundamentals for Information Management
Cataloging and Classification
Issues in Library and Information Science
Foundations of Library and Information Science

MCGILL UNIVERSITY

Reference Materials and Methods I
Reference Materials and Methods II
Cataloging and Classification I
Technical Services
Data Processing
Research Methods I
Management
Collection Development

NORTH CAROLINA CENTRAL UNIVERSITY

Survey of Librarianship and Information Science
Selection and Use of Information Sources
Organization of Materials
Research in Librarianship and Information Science
Management of Libraries and Information Centers
Analysis and Automation of Library Operations

PLUS two of the following:

Social Science Resources and Services
Humanities Resources and Services
Science and Technology Resources and Services
Children's Resources and Services
Adolescent Resources and Services
Adult Resources and Services

PLUS one of the following:

The School Library Media Center
The Special Library/Information System
The Academic Library
The Public Library

PLUS the following for School Librarian or Youth Services Librarian in a Public Library:

Family/Community Relationships

NORTHERN ILLINOIS UNIVERSITY

Foundations of Librarianship
Introduction to Information Science
Library Organization and Management
Cataloging and Classification of Library Materials
Selection of Library Materials
Reference Theory and Practice
Research Methods in Librarianship (2)
Research Methods in Librarianship (1-3)

PRATT INSTITUTE

Information, Libraries and Society
Information Sources
Organization of Information
Technology for Information Storage and Retrieval
Online Searching and Services
Management of Libraries and Information Centers

QUEENS COLLEGE

The Technology of Information
Fundamentals of Library and Information Science
Information Sources and Services, General
Introduction to Technical Services

ROSARY COLLEGE

Reference and Bibliography
Selection and Acquisition of Materials
Organization of Knowledge
Administration

RUTGERS UNIVERSITY

There is no common core of required courses for all students. Each student will be expected to enroll in an area of specialization and follow a prescribed plan of study for that area.

SAN JOSE STATE UNIVERSITY

Information and Society
Reference and Information Sources
Organization of Information
Microcomputers in Libraries
Management of Libraries and Information Centers

SOUTHERN CONNECTICUT UNIVERSITY

Development and Organization of Library Information Agencies
Reference Materials and Service
Acquisitions and Organization
Library Systems Analysis
Audiovisual Media and Technology in Libraries
Evaluation and Research

ST. JOHN'S UNIVERSITY

Introduction to Cataloging and Classification
Introduction to Information Science
Introduction to Reference Services and Materials
Management of Information Facilities

AND one of the following:

Information Sources in Humanities
Information Sources in Social Sciences
Information Sources in Science and Technology
Information Sources in Religion
Materials of Government Agencies
Introduction to Legal Bibliography
Information Sources in Business and Economics
Health Science Literature and Librarianship

SIMMONS COLLEGE

Reference/Information Services
Organization of Knowledge in Libraries

AND one of the following:

Library and Information Science: The Role of Research
Principles of Management

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Introduction to Library and Information Studies
General Reference and Information Sources
Organization and Control of Recorded Information
Management of Libraries and Information Agencies

SYRACUSE UNIVERSITY

Introduction to the Library and Information Profession
Reference and Information Services
Organization of Information Resources
Field work or independent study

TEXAS WOMAN'S UNIVERSITY

The Information Professions
Developing Library Collections
Information Storage and Retrieval Systems
Cataloging and Classification
Information Sources and Services
Library Management
Research Methods
Practicum/professional paper/or thesis for M. A. and internship (M. A.)
in research environment.

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

The Information Environment
Information Processing
Information Sources and Services
Research Methods
Analysis of Information Populations
Information Systems and Technology Applications
Research Seminar

UNIVERSITY OF ALABAMA

Bibliographic Organization and Control
Dissemination of Information
Research Methods
Information Sources and Services

AND one of the following:

Administration and Management
Public Libraries
Academic Libraries
Special Libraries and Information Centers

UNIVERSITY OF ALBERTA

Introduction to Library and Information Studies
Organization of Knowledge and Information
Library Materials and Information Services
Management Principles for Library and Information Services
Research Methods for Library and Information Studies
Introduction to Automation and Bibliographic Information
One type of literature course
LIS 900 - Project

UNIVERSITY OF ARIZONA

Organization, Cataloging and Classification of Materials
Library Collection Development
Foundations of Library and Information Services
Basic Reference

M. L. S. candidates must also demonstrate computer proficiency in DOS, word processing, database usage, spreadsheet construction and CD-ROM searching.

UNIVERSITY OF BRITISH COLUMBIA

Reference and Information Services I
Reference and Information Services II
Organization of Published Information
Library Collections and Communities
The Information Professions
The Technologies of Information Transfer
Descriptive Cataloging
Research Methods in Libraries and Archives
Management of Libraries and Archives

UNIVERSITY OF CALIFORNIA, BERKELEY

Required for all students
Introduction to Information Service
Required for students who cannot demonstrate prior competence in these subjects:
Introduction to Organization of Materials

AND one of the following:

Information Services in Organizations
Public Libraries
College and University Libraries
Work with Children and Young Adults in School and Public Libraries
Management of Libraries and Information Services

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Information Professions
Fundamentals of Bibliography
Descriptive Cataloging
Introduction to Subject Access: Alphabetic-Subject and Systematic
Indexing
Information Resources and Services I
Information Resources and Services II
Collection Development and Acquisition of Library Materials
Management Issues in Libraries and Other Information Agencies
(At least one graduate-level research methodology course)

UNIVERSITY OF HAWAII AT MANOA

Introduction to Reference and Information Studies
Basic Cataloging and Classification
Introduction to Library and Information Studies

AND one of the following:

Management of Libraries and Information Centers
Administration of School Library Media Centers

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Foundations of Library and Information Science
Introduction to Services Relating to the Organization of Library
Materials
Introduction to Information Sources and Services

UNIVERSITY OF IOWA

Reference
Description and Organization of Materials
Foundations and Collection Development
Management of Libraries and Information Centers
Introduction to Information Science

UNIVERSITY OF KENTUCKY

Information in Society
Information Sources and Services
Information Storage and Retrieval
Management in Library and Information Sciences

UNIVERSITY OF MARYLAND

Proseminar

Introduction to Reference and Information Services

Organization of Recorded Knowledge

Data Processing for Libraries and Information Services

UNIVERSITY OF MICHIGAN

Information Resources: Production, Distribution and Evaluation

Organization of Information Resources

Technologies for Information Management

Sources of General Information

Searching Automated Databases

Access to Information Users and Environments

UNIVERSITY OF MISSOURI

Principles of Cataloging and Classification

Bibliography and Reference

Development of Library Collections

Management of Information Agencies

Research

UNIVERSITÉ DE MONTRÉAL

The Information Sciences and Professions

Introduction to Archives and Records Management

Information Environments and Users

Collection Management

Organization of Information and Library Materials

Abstracting and Indexing

Communication of Information

Principles of Information Resources and Services Management

Library Automation

Information Technologies

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Foundations: Philosophy and Theory of Information

Introduction to Computing for Information Use

Research Methods

Field Experience. Supervised practical working experience

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

A. Required courses

Foundations of Library and Information Science

Reference Sources and Methods

Organizing Library Collections

Administration of Library Programs

Problems in Library and Information Studies

- B. Designated electives (choice of one from each of three areas):
Materials
Program Services and Administration
Computer Applications in Libraries

UNIVERSITY OF NORTH TEXAS

Library and Information Science Foundations
Information Resources and Services
Information Resources and Development
Research Methods and Analysis
Organization and Control of Information Resources I
Management of Library and Information Centers

UNIVERSITY OF OKLAHOMA

Reference Materials
Theory of Library Administration
Introduction to Information Science
Organization and Description of Materials I
Selection of Print and Non-Print Materials
Elements of Research

UNIVERSITY OF PITTSBURGH

Organization of Information
Librarianship and the Structure of Libraries
Resources: Information Collection, Evaluation and Use
Behavioral Perspectives for the Information Professions

UNIVERSIDAD DE PUERTO RICO

Introduction to the Library and Information Sciences
Collection Development and Management
Organization of Library Materials
Basic Information and Reference Sources
Research Methods Applied to Librarianship
Research Seminar

Also required are a comprehensive exam and a thesis or two thesis-substitute seminars (6 credits)

UNIVERSITY OF RHODE ISLAND

Foundations of Library and Information Science
Library Administration
Collection Development
Reference and Information Services
Organization of Library Materials

UNIVERSITY OF SOUTH CAROLINA

Foundations of Library, Information and Media Programs
Foundations of the Organization of Information and Materials
Foundations of Information Sources and Services
Foundations of Administration of Library, Information and Media Programs
Introduction to Research in Library and Information Science
Computers in Library and Information Services

UNIVERSITY OF SOUTH FLORIDA

Foundations of Librarianship
Basic Information Sources and Services
Research Methods in Librarianship
Technical Services in Libraries

UNIVERSITY OF SOUTHERN MISSISSIPPI

Reference
Cataloging and Classification
Development of Library Collections
The Library in American Society
Introduction to Information Science
Research Methods in Library Science

PLUS one of the following:

Library Management
Administration of Media Centers

AND one of the following:

Government Publications
Bibliography of the Humanities
Bibliography of the Social Sciences
Bibliography of Science and Technology

UNIVERSITY OF TENNESSEE

Information Professionals and Their Organizations
Technical Services I
Information Sources and Services
Research Methods in Library and Information Science
Library and Information Agency Management
Development and Management of Collections

UNIVERSITY OF TEXAS

Introduction to Information Resources and Services
Organization of Materials I
Introduction to Library and Information Studies
Administration of Libraries and Other Information Agencies
Research in Library and Information Science

UNIVERSITY OF TORONTO

Information Environment and Users
Introduction to Resources and Collections
Organization of Information and Materials
Library Administration
Research Methods
Introduction to the Technology of Information Science

AND of the following:

Completion of a statistics course at the undergraduate level or of a statistics tutorial offered by the library school on a credit/no credit basis

UNIVERSITY OF WASHINGTON

- A. Three foundation courses:
 - Societies, Users and Libraries
 - Bibliographic Control
 - Bibliographic Data Bases
 - Introduction to Information Science
- B. One course from each of five areas of concentration:
 - Managerial Tools
 - Organization of Resources
 - Information Resources and Retrieval
 - Design and Provision of Information Services
 - Environments of Information Service

UNIVERSITY OF WESTERN ONTARIO

Perspectives on Library and Information Science
Cataloging and Classification
Information Sources and Reference Services
Management
Collection Development
Research Methods and Statistics
Subject Analysis and Information Retrieval
Systems and Information Technology

UNIVERSITY OF WISCONSIN - MADISON

Information Agencies and Their Environment
Research Approaches to Library and Information Studies
Bibliographic Organization
Information Services and Sources
Collection Development and Maintenance
Information Services Management
Introduction to Library Automation

AND one other course in each of the following two fields:

Bibliographic Organization
Information Services or Collection Development

In addition, all students must complete a practicum of at least 30 hours while they are enrolled in the program.

UNIVERSITY OF WISCONSIN - MILWAUKEE

Introduction to Reference Services and Resources
Managing Library Collections
Introduction to Bibliographic Control of Library Materials
Management of Libraries and Information Services
Introduction to Information Science

WAYNE STATE UNIVERSITY

Introduction to Librarianship
Bibliographic Database Command Languages
General Reference Services
Technical Services in Libraries
Automation and Data Processing for Libraries
Master's Seminar and Essay or Project

AND two of the following bibliography courses:

Subject Reference and Bibliography: Humanities
Subject Reference and Bibliography: Science and Technology
Subject Reference and Bibliography: Social Sciences